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ABSTRACT

A revision of a manual first produced in 1980, this guide is designed to help local school districts in Minnesota meet the educational needs of their limited-English-proficient (LEP) students in academically and administratively expedient ways. The chapters in the manual, which correspond to topics pertinent to designing and maintaining an LEP program, may also serve as resources when informing other district personnel and the community about the purposes and goals of the program. Each chapter begins with common questions and answers. Chapters are as follows: (1) legal rights and responsibilities (federal legislation and guidelines, U.S. Supreme Court decisions, Minnesota law); (2) funding sources (local, state, federal); (3) program staff (licensure/hiring, training, pre-professional skills test requirements, use of paraprofessionals, role of LEP teachers in mainstream instruction); (4) entrance/exit procedures (Minnesota's definition of LEP students, identification, student placement, LEP service for foreign students, exit procedures and transition to the mainstream); (5) instructional program (models, materials, additional program services, support staff); (6) assessment and evaluation of LEP students (home language/first language skills, English language tests, standardized tests, assessment for LEP program exit, mainstream classroom tests, competency/benchmark testing, special education assessment/evaluation); (7) factors that affect school success (native language use, mainstream teacher, cultural differences, school orientation, transition stress); and (8) parents and community (home-school communication, conferences/visits, resources, interpreters). Several appendices provide copies of actual state documents, a list of approved licensure programs, a home language questionnaire, parent notification forms, and a list of resources. (LB)

Guidelines for Serving Students With Limited English Proficiency

Administrative Manual

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GUIDELINES FOR SERVING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

ADMINISTRATIVE MANUAL

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Introduction

Guidelines for Serving Students with Limited English Proficiency is designed to help local school districts in Minnesota meet the educational needs of their limited English proficient (LEP) students in ways that are academically sound and administratively expedient. It is a revision of a manual first produced in 1980, and incorporates extensive modifications to accommodate the changing and developing needs of both students and districts. In addition, this manual provides responses to the kinds of questions that have come from district and program administrators as they establish and administer LEP programs. It is our hope that this revision will offer useful and timely information as established programs continue to evolve and provide service to LEP students, and as new programs are developed.

The chapters in this manual correspond to topics pertinent to designing and maintaining an LEP program. Many chapters may also serve as useful resources when informing other district personnel and the community about the purposes and goals of the program. At the beginning of each chapter, there are common questions that have been directed toward the LEP Education Unit, and answers to them. These are sample questions, and do not cover the entire chapter content. Several appendices are included to provide copies of actual documents cited in the manual, to give more detailed information, and to identify other sources of information.

While the presence of limited English proficient students presents new challenges, these students also introduce new cultural and linguistic dimensions into our schools. In planning to meet their needs, we can also benefit from their strengths to enrich the schools and communities in which they live.

How to Use This Manual

While this manual was designed to follow a logical sequence, and to be read from beginning to end, it is not necessary for the user to proceed in this way. Each chapter stands on its own so that the person who needs to quickly obtain information on a particular topic may do so. Each chapter also presents frequently asked questions and the answers to those questions, with references to the sections where more information can be found.

This manual has been designed to facilitate continual updating of information. The Minnesota Department of Education, LEP Unit, will send new pages to replace old when information has been revised.

Chapter 1

Legal Rights and Responsibilities

Chapter 1

Frequently Asked Questions

Q. Why do we provide LEP services?

A. It is the law. Schools must provide equal educational opportunities to all students. Failure to take action to overcome language barriers impedes equal participation. (See 1.1–1.3)

Q. Our LEP students are here only a few weeks during the school year. Do we still need to provide LEP service?

A. Yes. Any student residing in the district has the right to all services for which he or she is eligible. (See 1.3)

Q. Does our district have to provide LEP program service to our foreign exchange students?

A. Yes. Any student residing in the district has the right to all services for which he or she is eligible. (See 1.3)

Chapter 1

Legal Rights And Responsibilities

Limited English Proficient (LEP) students are students with a home language background other than English, whose English language skills are not yet well enough developed for them to be able to participate successfully in classrooms where all academic instruction is provided in English. Numerous acts, laws, court decisions, and guidelines have been written over the years for these students, combining to create and clarify the current legal responsibilities of all U.S. school districts for the education of LEP students. In this chapter, these acts, laws, and other legal references are presented, either in brief summaries or through quotes, so that school personnel will be more familiar with the school district's obligations in the education of LEP students.

Federal Legislation and Guidelines

1.1

Four documents provide the federal requirements that combine to form the current legal requirements for the education of LEP students.

Title VI, Civil Rights Act, 1964

"No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare."

May 25, 1970, Memorandum, Department of Health, Education and Welfare

This memorandum interpreted the Civil Rights Act cited above. It concerns the responsibility of school districts in providing equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title VI and have the force of law:

"Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

"School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills.

"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track."

Bilingual Education Act, 1968 (Amended in 1974 and 1978)

"The Congress declared it to be the policy of the United States, in order to establish equal educational opportunity for all children (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, and (b) for that purpose, to provide financial assistance to local education agencies, and to State education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the pre-school level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language."

Equal Educational Opportunity Act, 1974

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

1.2 U.S. Supreme Court Decisions

Two Supreme Court decisions had a significant impact on education in general and particularly in relation to the education of LEP students.

Brown vs. the Board of Education, 1954

"Today, education is... a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Lau vs. Nichols, 1974

"It is the conclusion of the 92nd Congress' Senate Select Committee on Equal Educational Opportunity that some of the most dramatic, wholesale failures of our public school systems occur among members of language minorities.... What these conditions add up to is a conscious policy of linguistic and cultural exclusion and alienation.

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

"Basic English Skills are at the very core of what... public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills, is to make a mockery of public education."

Minnesota Law

1.3

Minnesota law requires that any student residing in a district has the right to all services for which he or she is eligible. This includes LEP services.

Minnesota Education for Limited English Proficient Students Act, 1980

In 1980 the Minnesota legislature recognized a district's responsibilities for providing appropriate services for LEP students and passed M.S. 126.261, Minnesota Education for Limited English Proficient Students Act. This Act defines for Minnesota schools the initiatives found in the federal legislation and court decisions cited above. It also defines the term "pupil of limited English proficiency" and other relevant terms, as well as outline rights of parents of LEP students and district responsibilities for communicating with them. The Act provides state aids for school districts to implement appropriate services to enable these students to take full advantage of equal educational opportunities. See Appendix A for the complete text of this Act.

Chapter 2

Funding Sources

Chapter 2

Frequently Asked Questions

Q. Is there any money available to help pay for a teacher of LEP students?

A. Although the primary responsibility in meeting the needs of LEP students lies in the local school district, state and federal resources are available to supplement local resources. (See 2.2 and 2.3)

Q. Can we receive reimbursement for our Bilingual Education paraprofessionals?

A. State funding is available to support a percentage of the salaries of ESL or Bilingual Education teachers, not paraprofessionals. Occasionally other competetive funding sources might include a funding category related to Bilingual Education aides. (See 2.2 and 2.3)

Q. Are there any funds to provide LEP classes in the summer?

A. Because the local district has primary responsibility for meeting the needs of LEP students, it is the primary funding source for summer school. Under certain plans, the federal Bilingual Education Act and the Emergency Immigrant Education Act might provide special funds for summer school. (See 2.1 and 2.3)

Chapter 2

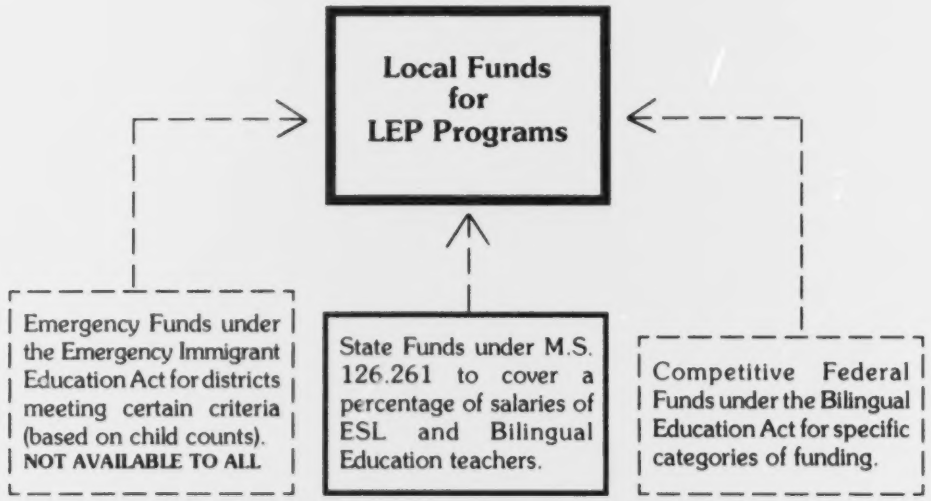
Funding Sources

Local Funds

2.1

The primary responsibility in meeting the needs of LEP students lies with the local school district. LEP students have urgent language and educational needs. Appropriate services should be provided by the school district to meet these needs. To receive appropriate services, LEP students should have access to all district programs that are considered beneficial to them, just as other students do.

School districts must first use local resources to provide these programs to LEP students in order to comply with legal requirements (see Chapter 1). Federal and state resources are intended to supplement local resources in meeting the needs of LEP students (see representation below). When other sources of funding are not available or sufficient, the district must assume the responsibility for providing appropriate services to LEP students.


Local Funds for LEP Programs
Emergency Funds under the Emergency Immigrant Education Act for districts meeting certain criteria (based on child counts). NOT AVAILABLE TO ALL
State Funds under M.S. 126.261 to cover a percentage of salaries of ESL and Bilingual Education teachers.
Competitive Federal Funds under the Bilingual Education Act for specific categories of funding.

State Funds

2.2

The Minnesota Legislature in 1980 passed M.S. 126.261, the Education for Limited English Proficient Students Act. According to the definition in this Act, an LEP student is a pupil in kindergarten through grade 12 who first learned a language other than English, comes from a home where the language usually spoken is other than English, and whose scores on a nationally normed English reading or English language arts achievement test are significantly below (one-third of a standard deviation) the average district score.

A district may implement one or both of two program models for serving these students: English as a Second Language (ESL) and/or Bilingual Education. ESL is defined by the Minnesota Board of Teaching in rule 8700.5310:

> "a discipline which instructs students of limited English proficiency, whose first language is not English, in the four skill areas in English: listening, speaking, reading, and writing."

Bilingual Education is defined by the Minnesota Board of Teaching in rule 8700.5311:

> "a program of instruction in English and another language in which the two languages are used as media of instruction for any or all of the regular school curriculum. The study of the languages as subject matter when necessary and appropriate to the program and study of the history and culture associated with both language groups are integral parts of bilingual/bicultural education."

The school district should continue to provide ESL and/or Bilingual Education services until the student is able to compete with his or her English-speaking peers in an all-English classroom environment, thereby no longer meeting the definition of an LEP student.

The Minnesota Education for Limited English Proficient Students Act provides funds to school districts for a percentage of salaries of the ESL or Bilingual Education teachers. Under this Act, a district may apply for 61 percent of the salary of one full-time equivalent (FTE) Bilingual Education or ESL teacher or a maximum of $17,000, whichever is less, for each 45 LEP students (or a prorata thereof) served in kindergarten through the 12th grade. A district serving 22 or fewer LEP students may request a 61 percent salary reimbursement for up to one-half of a full-time equivalent Bilingual Education or ESL teacher or a maximum of $8,500, whichever is less. The state funds may be used in conjunction with local and/or federal funds. Federal and state funds are only meant to supplement local efforts.

State Reimbursement Rates

Percentage of Salary Reimbursed:

61% of LEP teacher's salary

Student-Teacher Formula:

1-22 students:	Up to .5 FTE LEP teacher
23-44 students:	Percentage [number of students times .0222] of 1.0 FTE LEP teacher
45 students:	1.0 FTE LEP teacher

Maximum Reimbursement

$17,000 for 1.0 FTE LEP teacher
$ 8,500 for .5 FTE LEP teacher

Obtaining State Funds: The LEP Education Unit sends application forms for state funds to all school districts in the spring. (A copy of the application form is provided in Appendix B.) Initial applications are due July 1 for the following year. Amendments to the initial application or new applications from districts enrolling LEP students throughout the year can be submitted October 15 and May 15. The end–of–year report is due August 15.

Districts that receive state LEP funding must file the Program Final Report, ED 01581, due July 15. The data are used for state and federal reporting purposes. Copies of the report are available from the LEP Education Unit upon request.

Important Dates Related to State Funds: (as of October 1990)

Initial Applications	Amendments to Applications
July 1	October 15
October 15	May 15
May 15	
Program Final Report	**End of Year Report**
July 15	August 15

Federal Funds

2.3

Title VII ESEA Bilingual Education Act: Funds under Title VII of the Elementary and Secondary Education Act (ESEA), also known as the Bilingual Education Act, are available to school districts on a competitive basis. These funds can be used for a number of services and activities depending on the categories of funding. The number of funding categories varies slightly from year to year. The commonly defined categories include: Special Populations Program, Transitional Bilingual Program, Special Alternative Instructional Program, Academic Excellence Program, Training Development and Improvement Program, Short–Term Training Program, and Family English Literacy Program.

Obtaining Federal Funds: Announcements regarding the categories of funding, proposal deadlines, and regulation requirements are published in the Federal Register and are also communicated to local school districts by the LEP Education Unit. The LEP Education Unit provides assistance to school districts that wish to write a proposal.

Districts that receive Title VII grants are required to submit a Title VII Program Report to the LEP Education Unit. The report form is sent out in the spring and is due back to the LEP Education Unit by July 15. The data are compiled into a final report to be

submitted to the U.S. Department of Education toward the end of calendar year. This report is also available to the public upon request.

Refugee Assistance: The Federal Refugee Children Program was discontinued after the 1989–90 school year. Funds were not appropriated because the authorization of the Refugee Act of 1980 expired. The LEP Education Unit will notify school districts if there is any change in this status.

Emergency Immigrant Education: The Emergency Immigrant Education Act of 1984 was enacted for highly impacted school districts, those with at least 500 "eligible immigrant students" or 3 percent of the total number of students enrolled in that school year in elementary and secondary schools. The Act defines "eligible immigrant students" as those students who were not born in the United States and who have been attending schools in any one or more states for less than three complete academic years. The term "immigrant" includes only persons who are "immigrant" under the Immigration and Nationality Act as amended (8 U.S.C. 1101(15)). Funding level is based on the state's count of immigrant students relative to the total eligible student count at the national level.

The funds from this Act can be used for ESL and Bilingual Education instructional services and materials; additional basic instructional services for the immigrant students, such as classroom supplies, overhead costs, cost of construction, acquisition or rental of space, costs of transportation, and essential inservice training for personnel serving these students.

Obtaining Emergency Immigrant Education Funds: Announcements about proposals, deadlines, and regulation requirements are published in the Federal Register and are also communicated to school districts by the LEP Education Unit. The LEP Education Unit collects necessary information from eligible school districts and writes a proposal to submit to the Department of Education. Grants are awarded to districts through the LEP Education Unit.

The U.S. Department of Education requires that the LEP Education Unit submit a biennial report. To collect data for this report, the LEP Education Unit sends out a form to funded districts at the beginning of the school year to be filled out and returned to the LEP Education Unit in late fall.

Chapter 3

Program Staff

Chapter 3

Frequently Asked Questions

Q. We have only one LEP child. Do we have to hire a special teacher?

A. LEP services must be provided by an appropriately licensed ESL or Bilingual Education teacher. If a qualified person is not found a personnel variance may be requested. (See 3.1)

Q. What is the procedure for getting a variance for our ESL/Bilingual Education teacher?

A. A personnel variance may be requested from the Office of Personnel Licensing. It is valid only until the end of the school year. (See 3.1)

Q. Small school districts have difficulties finding a certified ESL/Bilingual Education teacher. Can a variance be requested more than one time?

A. A personnel variance can be requested more than once only if the district has tried each year to find a fully licensed ESL or Bilingual Education teacher, and the teacher for whom the variance is requested is making progress in meeting licensure requirements. (See 3.1)

Q. Our teacher took the New Teacher Workshop last year. Does that mean that this teacher is licensed in ESL now? If not, what additional training is needed?

A. The three–day workshop satisfies the requirement for 18 contact hours of training in LEP education for a teacher with a limited permit or a teacher for whom a personnel variance was requested. This enables the district to obtain reimbursement for that teacher's salary. However, the teacher is not fully licensed. A teacher with a limited permit or a personnel variance must work toward completion of full licensure requirements through a college or university with an approved ESL or Bilingual Education licensure program. (See 3.2)

Chapter 3

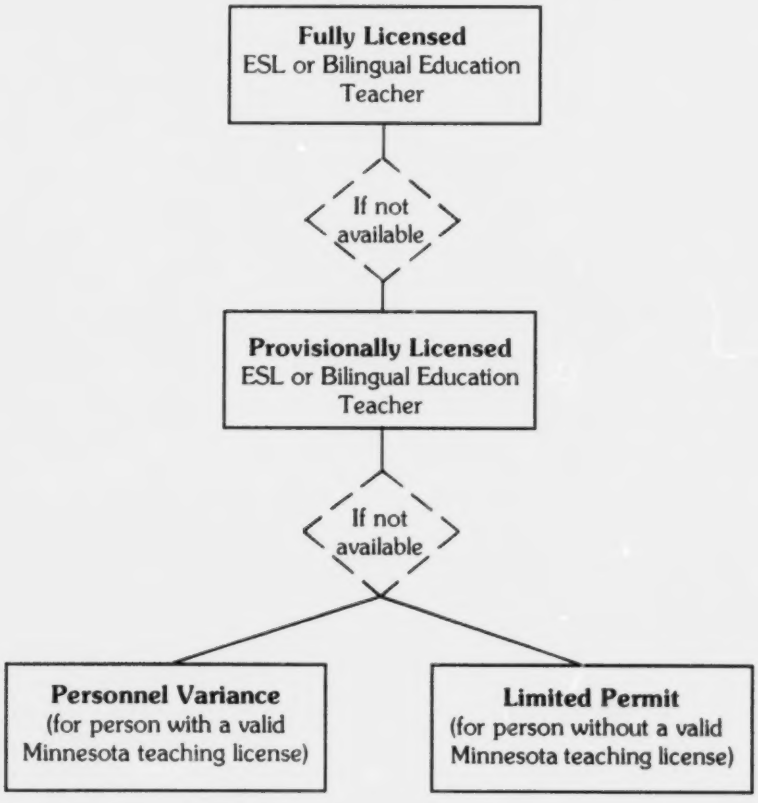
Program Staff

Licensing and Hiring of Staff

3.1

State funds for LEP programs are available for partial reimbursement of teachers' salaries. LEP teaching staff–ESL and Bilingual Education teachers–must be appropriately licensed. In lieu of full licensure in the areas of English as a Second Language or Bilingual Education, there are several other options that may be arranged with the Office of Personnel Licensing in the Minnesota Department of Education (see Appendix C for information on this and other offices). When hiring teaching staff for LEP programs it is necessary to first seek fully licensed ESL or Bilingual Education teachers. If these individuals cannot be obtained, teachers with provisional licenses, and other options as well, can be pursued (see representation below).

Staffing Options


Fully Licensed
ESL or Bilingual Education Teacher
If not available
Provisionally Licensed
ESL or Bilingual Education Teacher
If not available
Personnel Variance
(for person with a valid Minnesota teaching license)
Limited Permit
(for person without a valid Minnesota teaching license)

Fully Licensed Teacher: An initial search must be made for a teacher who holds a **FULLY COMPLETED MINNESOTA TEACHING LICENSE** in the area of English as a Second Language (ESL) or Bilingual Education, depending on the needs of the local district. A Minnesota ESL license is a K–12 license that is not built on another existing license. The ESL license does not qualify a person to teach in any other field. ESL teachers who hold a valid license in other areas at the same time may, of course, teach in all areas in which they are licensed. A Bilingual Education teacher must first have a valid Minnesota elementary or secondary license in order to complete the Bilingual Education license. Licensure requirements for ESL and Bilingual Education teachers are included in Appendix D.

In Minnesota, these licenses are issued upon completion of an approved licensure program in one of these two fields at the institutions listed in Appendix E. In some individual cases, a certificate or degree from outside the state or country may be directly recognized by the Minnesota Office of Personnel Licensing.

Provisionally Licensed Teacher: A **PROVISIONAL LICENSE** in English as a Second Language or Bilingual Education may be issued to a person who has completed a minimum of nine credit hours in an approved licensure program. (See Appendix E for a list of programs.) This license is issued for a period of two years and may be renewed at the end of two years upon completion of an additional nine credit hours in the approved licensure program. Renewals at two–year intervals may take place until the licensure program is completed. (A sample of an application form for a provisional license is included in Appendix F.)

Other Options: If a local district is unable to find a qualified person after posting the position and making a rather extensive search, it is possible to request a **PERSONNEL VARIANCE** from the state Office of Personnel Licensing (see Appendix F for a sample application form). A personnel variance may be an option for a teacher who already possesses a valid Minnesota teaching license in another area. It is valid only until the end of the school year for which it is requested. The following year the district must again seek out fully licensed staff before resorting to the request for a personnel variance.

A personnel variance may not be repeatedly requested by a local school district if the teacher does not show progress in meeting licensure requirements. During the time the personnel variance is valid, a teacher new to the field of ESL or Bilingual Education must obtain a minimum of 18 contact hours of training in the education of LEP students (see "Training" in section 3.2 below). If a person wishes to continue to teach in an LEP program, he or she should take coursework in an approved ESL or Bilingual Education licensure program.

In some cases a person with unique qualifications for an ESL or Bilingual Education position may be hired, even though the person does not hold a valid Minnesota teaching license. A **LIMITED PERMIT** may be requested for a person who has special skills and knowledge that can be shown to be necessary for a particular teaching assignment. A limited permit is requested by the local school district from the state Office of Personnel Licensing (see application form in Appendix F). A limited permit is valid only for the school year for which it is requested. It must be requested again the following year if the need can be again demonstrated. An example of a situation in which a limited permit might be requested is a district that has been unable to locate a licensed person with the language skills needed to communicate with and instruct a number of LEP students and their families, but can find someone who is not licensed but has the language skills. Another example is the district that has located a person with a degree or extensive experience in ESL or Bilingual Education who has not completed the educational component necessary for a valid Minnesota license.

Both of the options described above are meant only as short-term solutions for a local school district in the absence of an appropriately licensed teacher. Districts should continue to seek out trained and licensed staff for the following years, and teachers should begin the necessary training.

Training

3.2

All training that is applied to licensure in the fields of English as a Second Language and Bilingual Education must be carried out as part of an approved licensure program. Coursework from other institutions, both in the state and out of the state, must be recognized and given credit by a Minnesota institution of higher education that has an approved licensure program (see Appendix E.) Workshops do not constitute credit toward licensure unless they are approved by the institution that has a licensure program in which the teacher is enrolled.

For a local school district to receive reimbursement for the salary of a newly hired LEP teacher for whom a personnel variance or limited permit has been requested (see above), the person hired must complete 18 contact hours of training in the area of LEP Education. This training must be completed during the first school year for which the teacher is contracted for an ESL or Bilingual Education position. The LEP Education Unit periodically offers a three-day workshop for new teachers that satisfies this requirement. Coursework in an approved licensure program, as well as certain workshops and conferences directly related to LEP Education, also meet this requirement. It is the responsibility of the district to document the manner and time in which this initial 18 hours of training is obtained. If questions arise about the appropriateness of a training possibility, the LEP Education Unit should be contacted.

Pre-Professional Skills Test Requirements

3.3

All teachers who have completed or will complete their first Minnesota teaching license after April 4, 1988, are required to pass the Pre-Professional Skills Test (PPST). Those teachers completing an ESL or Bilingual Education license that already hold another Minnesota license that was granted prior to that date will not be required to take this test. For more information regarding the PPST, contact the state Office of Personnel Licensing.

Use of Paraprofessionals

3.4

A paraprofessional CANNOT be employed to take the place of a licensed teacher in the classroom. Paraprofessionals work under the direct supervision of licensed teachers.

School districts must use local or other funding sources for salaries of paraprofessional staff. State LEP funds are to be used only for the reimbursement of salaries of ESL and Bilingual Education teachers.

3.5 The Role of LEP Teachers in Mainstream Instruction

In Minnesota it is required that students be provided instruction by teachers who are licensed in the area that they teach. Since a prerequisite for a license in Bilingual Education is an elementary or secondary license, licensed Bilingual Education teachers will be able to provide content area instruction. Since the ESL license is a free–standing K–12 license, ESL teachers who do not also possess an elementary or secondary license may not provide mainstream instruction. ESL teachers who do hold an appropriate license in addition to their ESL license may provide mainstream instruction.

Chapter 4

Entrance and Exit Procedures

Chapter 4

Frequently Asked Questions

Q. At what grade level should an LEP student be placed?

A. LEP students should usually be placed with same-age peers. (See 4.3)

Q. Our district does not administer national standardized tests at all grade levels, so we don't have that score for all of our students in order to comply with the law on the identification of LEP students. What should we do?

A. When standardized test data are not available, an immediate decision must be made using the information from the Home Language Questionnaire (or district form) and from the assessment of English language proficiency. (See 4.2, Step 2)

Q. How long do LEP students usually need to have special assistance?

A. LEP students should be considered eligible to exit from the LEP program when their English language proficiency reaches a level where they can perform successfully in an all–English curriculum. There is no limit to the length of time students are eligible; English language skills are the determining factor. (See 4.4)

Q. What are the exit criteria for the LEP program?

A. When a student no longer meets the LEP entrance criteria, he or she may be eligible for exit from the LEP program. Districts can determine more specific criteria based on linguistic and academic performance. However, the standardized test performance criterion must be included (a student more than one–third of a standard deviation below the average district score cannot exit an LEP program). (See 4.4.)

Chapter 4

Entrance and Exit Procedures

Minnesota's Definition of an LEP Student

4.1

The identification of LEP students in a school district is an important part of meeting their needs. The state definition of an LEP student is the primary consideration in identifying LEP students.

As defined in the Minnesota Education for Limited English Proficient Students Act (M.S. 126.261), LEP students are students in grades kindergarten through 12 who meet the following criteria:

a. *The pupil, as declared by his parent or guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and*

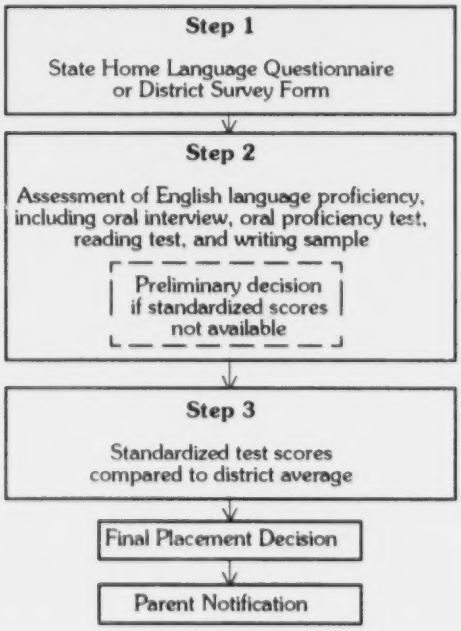
b. *The pupil's score is significantly below the average district score for pupils of the same age on a nationally normed English reading or English language arts achievement test. A pupil's score shall be considered significantly below the average district score for pupils of the same age if it is one–third of a standard deviation below that average score.*

Steps in the Identification of LEP Students

4.2

There are three basic steps for districts to follow in identifying LEP students (see representation below). These steps help districts determine whether students meet the criteria in the definition.

Steps in Identifying and Placing LEP Students


Step 1
State Home Language Questionnaire or District Survey Form
Step 2
Assessment of English language proficiency, including oral interview, oral proficiency test, reading test, and writing sample
Preliminary decision if standardized scores not available
Step 3
Standardized test scores compared to district average
Final Placement Decision
Parent Notification

STEP 1 – The Home Language Questionnaire: A Home Language Questionnaire developed by the LEP Education Unit is available in eleven languages to help districts determine whether a student meets the first criterion of the definition (see 4.1a). A master copy of the questionnaire is included in Appendix G. This questionnaire should be completed by the parents or guardians of **all** new students in a district, including kindergarten, transfer, refugee, immigrant, and any other new students. The information from the Home Language Questionnaire becomes part of the student's permanent records and should be available to the student's teachers. Note that a positive response to an item on this questionnaire does **not** identify a student as limited English proficient; it merely helps to identify students who potentially should be considered to be LEP students. Responses on the Home Language Questionnaire must be used along with other indicators to identify LEP students.

Districts may collect the necessary information with a district–generated form instead of the Home Language Questionnaire. When this is done, all data needed to comply with both M.S. 126.261 and the Spring Civil Rights packet information must be collected.

Whether a district uses the Home Language Questionnaire (see Appendix G) or its own form, it is important to note that some parents may be reluctant to share the information when English is not their home language. Many times this reluctance is related to a fear of negative consequences for their children or themselves. School personnel should make every effort to clearly explain the purpose of the questionnaire and to elicit accurate information. Parents may need to be assured that the information requested is used to help make the best programmatic decision possible for their children.

A copy of the Minnesota Home Language Questionnaire or district form should be kept on file in the district. The information is reported on the Spring Civil Rights System packet sent to all districts by the District Data Unit of the state Department of Education. For general information about the questionnaire contact the LEP Education Unit.

STEP 2 – Assessment of English Language Proficiency: The skill areas of listening, speaking, reading, and writing should be assessed, as proficiency in all four skill areas is necessary for successful academic performance. The level of proficiency in different skill areas may vary. Quite acceptable oral skills, for example, do not assure good reading and writing skills. An English oral language proficiency test, together with an oral interview and evaluations by mainstream and LEP staff may provide a good base from which to judge these skills. LEP students' reading and writing skills in English should be addressed in tests developed for those areas. Such tests, together with writing samples, can provide good information about the student's reading and writing skills. Before choosing standardized tests the intended audience, test purpose and technical data should be carefully considered to determine if a certain test will meet the program and student needs. Detailed information regarding the assessment and evaluation of the skills of LEP students can be found in Chapter 6.

STEP 3 – Standardized Test Scores: The next step in determining whether a student meets Minnesota's requirements for LEP status is to assess the student's performance on a nationally normed English reading or English language arts test. If a student performs at a level that is more than one third of a standard deviation below the average district score for pupils of the same age (not the score from national norms), the student has met the second criterion of the definition (see 4.1b). Even if the student is placed below grade level, he or she must be tested and compared with students of the same age, not the same grade.

It is sometimes difficult to obtain standardized test data at the time that a decision must be made regarding the identification and placement of a student in an LEP program. For example, some districts do not test students at all grade levels and test dates often do not coincide with the dates on which an LEP decision must be made. In these and similar situations, other information can be collected to get an indication of need until the district standardized test scores are available. Interim information may include:

- Mainstream classroom performance information from the mainstream teacher.
- Supporting data collected in the first language from the student and the family, possibly including information on literacy in the first language, years of schooling, the opinion of both student and parents regarding need for LEP service, and other relevant information.
- Opinions of the ESL and Bilingual Education teachers.
- Records from previously attended schools.

When standardized test data are not available, information from the Home Language Questionnaire (or district form) and from an assessment of English language proficiency (Step 2) is still available and must be used. LEP service for a student generally considered to be in need should not be delayed due to the lack of a standardized test score.

Summary of the Identification Procedure: To facilitate the identification process, school districts need to have a specific and consistent procedure in place by which LEP students are identified, assessed, and placed into appropriate service options. The procedure should be applicable for a variety of circumstances and serviceable for varying numbers of students. The identification process should include the following:

- Completion of the Minnesota Home Language Questionnaire or appropriate alternative district form
- An oral interview in English, and in the first language, when possible
- An oral proficiency test
- A reading test or inventory
- A writing sample
- Information regarding native language skills and educational background
- Health and life history
- Determination of migrant or immigrant status

It is often very helpful to have bilingual personnel assist in the collection of information so that it is complete and accurate.

When it is decided that a student should be placed in an LEP program, parents or guardians must be notified in writing and given the opportunity to withdraw the student from the program (see Appendix H for copies of letters for placement in ESL and Bilingual Education programs).

4.3 Placement of LEP Students

In the Mainstream: LEP students should be placed in the grade or as close as possible to the grade in which other students of their age are placed. It is important that LEP students interact with same-age peers because these interactions encourage the use of oral language in English, and because they assist with faster social and cultural adjustment. Below grade placement has several detrimental effects. Students placed below grade level often show signs of maturation before their classmates, frequently resulting in embarrassment for the student and reduced social interaction that continues throughout their school years. Students who are placed in lower grades because they do not speak English, continue to not speak English in the lower grade. In addition, they often feel isolated and/or uncomfortable in a classroom with younger classmates.

In the LEP Program: Due to the often quick and general nature of the initial assessment, the initial placement of an LEP student in a particular level of ESL/Bilingual Education instruction may be tentative. Placement tests may provide only a general grouping of students, not a detailed profile of an individual student's English language skills. Therefore, it is important to have an observation or trial period to determine whether an initial placement is actually appropriate. The LEP teacher in a classroom setting will be able to better judge a student's strengths and weaknesses. A procedure should be in place by which teachers can move and "fine tune" placements when the skill levels of the students are better known after a period of classroom contact.

In order to place students in an LEP program, criteria for each level of instruction should be determined so that placement of students with similar skill levels is assured. Both the number of levels in the LEP program and the individual items for placement should be closely related to the instructional materials. Such criteria will also help make consistent decisions regarding movement of students within the program after the initial placement.

When making decisions regarding placement in the LEP program, proficiency levels as well as age need to be taken into account. At a certain grade level there may be students of several levels of proficiency.

4.4 LEP Service For Foreign Exchange Students

Foreign exchange students that have limited English proficiency are eligible for LEP service. The determining factor is the student's level of English language proficiency, not the country of origin, time to be spent in the district, or legal status of the student or his or her parents. If an LEP student is a resident of the school district and attends school, the student should receive all services the district provides to all other eligible students. Foreign exchange students residing in the district and attending school are eligible for LEP service until district criteria for exit from the LEP program are met, or until that student leaves the district.

Exit Procedure and Transition to the Mainstream

4.5

When the English language proficiency of LEP students reaches a level where they can perform successfully in an all–English curriculum, they should be considered eligible to exit from the special services they have been receiving. The same criteria used to judge the need for a student's placement in a program can also be used to determine the appropriate exit time if specific criteria have not been developed in the local district. The exit decision for a student should be made jointly by teachers from the LEP program and the mainstream classroom. Achievement test scores, if available, should be considered along with any other useful and pertinent information. Parents should also be consulted.

It is necessary to consider more than just oral fluency when deciding on the exit of a student from an LEP program. Complex language skills in listening, speaking, reading, and writing are needed to perform well in an academic environment. Exiting the student from an LEP program too early could contribute to that student's academic failure later in his or her school career. It is beneficial to gradually decrease the student's time in an LEP program as his or her English proficiency increases rather than to suddenly cease to provide any service at all. A student who is exited from a Bilingual Education or ESL program should be monitored for a period of time after exit to ensure a successful transition to a total mainstream environment.

The exiting of a student from an LEP program should be considered tentative. It is important that a periodic review and follow–up of the progress of the exited student be made. A process for the re–entry of the student into the LEP program should be established, if it is found that the student is not able to perform as well as anticipated in an all–English mainstream environment. It usually is wise not to transfer a student out of the building as soon as he or she is exited from the LEP program. Should that student need to re–enter the program, the multiple moves involved generally are very difficult for the student and for district personnel.

Exit Checklist

The decision to exit a student from an ESL or Bilingual Education program should be based upon the following factors:

- Student's reading level in the mainstream reading program
- Results of English proficiency test
- Scores on districtwide achievement tests
- Recommendations of ESL, Bilingual Education, and mainstream staff
- Opinion of parents
- Maturity and confidence level of LEP student

To facilitate the progress of the student through the different levels of language acquisition, a set of well–defined requirements for successful completion of each level of language instruction must be developed. These criteria should reflect realistic levels of achievement and must be a part of every student's program. A very high level of English language proficiency is necessary for successful acquisition of academic subject matter and expression of higher order thinking. A series of planned courses for ESL and Bilingual Education instruction that have well–defined entry and exit criteria can be the best assurance of a successful instructional program for LEP students.

Chapter 5
Instructional Program

Chapter 5

Frequently Asked Questions

Q. How much time per day or week should ESL or Bilingual Education be provided to an LEP student?

A. The amount of time will vary depending on the needs of the student. For some students, thirty minutes per day may be adequate, while for others two hours or more per day may be needed. (See 5.2)

Q. We have a child who has lots of trouble with speaking English. Should she be referred to our Speech/Language Special Education person?

A. The child should be referred only if there is a speech/language problem in the child's home language. Lack of English skills alone is not an appropriate reason for referral. (See 5.4)

Q. We have an LEP student with a suspected disability. Can this student receive special education services as well as LEP service?

A. All students with disabilities who meet eligibility criteria should receive the special education services they need. Students can receive both special education services and ESL or Bilingual Education. In such cases, it is important for the educational program to be clearly coordinated. The ESL/Bilingual Education staff should be involved in the assessment and in writing and implementing the Individual Educational Plan (IEP) for the student. (See 5.4)

Q. Can we serve LEP students with Chapter I funds?

A. Chapter I resources may be used for LEP students who are receiving services in LEP programs, as long as the LEP students have been determined to be eligible based on the same criteria as other pupils. (See 5.4)

Chapter 5

Instructional Program

Program Models

5.1

An LEP program is a plan of services to assist LEP students in the acquisition of English proficiency, cultural orientation, and content area skills necessary for successful participation in the mainstream curriculum. This plan includes one or both of two possible program models: English as a Second Language (ESL) and Bilingual Education (BE).

ESL Program: An ESL program provides specialized instruction in the oral communication and literacy skills of English. Listening comprehension, pronunciation, functional usage, vocabulary, grammar, reading, writing, spelling, and nonverbal language are all included in a comprehensive ESL program. Cultural information and basic academic skills are also part of an ESL program, with the ESL teacher presenting instruction on a linguistic and conceptual level appropriate to the needs of the students.

Bilingual Education Program: A Bilingual Education Program also provides instruction to develop communication skills in English, but at the same time offers instruction in the academic areas through the primary language of the student. As the student's level of English proficiency increases, instruction through the native language decreases, and content area skills eventually are obtained through English in the mainstream classroom. Activity in the Bilingual Education classroom includes instruction in the cultural heritage of the student and development of self-esteem.

In developing an LEP program service model, the following factors should be considered:

- Total number of LEP students
- Distribution of LEP students by:
  - grade
  - school site
  - English language proficiency
  - native language
- Number of teachers
- Travel time between sites
- Busing schedules
- Dollars available for the program

In addition, some general guidelines must be kept in mind:

- Students should be grouped by age and English proficiency level for ESL classes. If a Bilingual Education model is used, group assignments should take into account the language background of the students as well as the level of their academic skills.

- The size of instructional groups in ESL should be small.

- When students are located in many buildings, a district should consider creating LEP program centers. Teacher travel time between sites can take valuable instructional time away from students.

- Language learning is best accomplished through daily teacher–student contact. Beginning level students, particularly, need a large dose of daily ESL instruction as well as structured interaction with English–speaking peers.

- Staff who will be teaching in the LEP program should be included as much as possible in the development of the program.

- Scheduling should provide LEP staff with the opportunity to meet on a regular basis with mainstream staff. Good communication is important to the development and maintenance of consistent service delivery for LEP students.

5.2 Instructional Models for LEP Service

ESL and Bilingual Education services can be provided to students in many ways. The amount of instructional time an LEP student spends in each of the program components varies according to student needs and level of English proficiency.

Several options exist for delivering services to LEP students using licensed ESL and Bilingual Education staff. Each has its advantages and disadvantages.

Elementary Level Models: The primary models used at the elementary level are the intensive model, the pull–out model, and the in–class model.

Intensive Model: An intensive ESL or Bilingual Education program can be offered on a temporary basis to newly arrived students who have very little or no facility in English. In an intensive ESL program, the ESL teacher provides most of the instruction for the LEP students. In addition to ESL, the content area subjects are taught at the linguistic and conceptual level of the students. In this model, the ESL teacher must also have an elementary license. Teaching assistance often is provided by instructional personnel who speak the home language of the students.

In a Bilingual Education program, LEP students receive most of their instruction from a licensed elementary/Bilingual Education teacher who provides ESL instruction as well as content area instruction in the native language of the students.

In order to avoid isolation, LEP children in an intensive program are mainstreamed for certain segments of the day, such as for non–academic subjects, recess, lunch, and all–school events.

Students remain in the intensive ESL or Bilingual Education program until exit criteria are reached. Trial periods in mainstream classrooms can be gradually introduced to ease the transfer to the mainstream curriculum.

ADVANTAGES of elementary intensive programs:

- All instruction is specific to the linguistic and conceptual needs of LEP students.

- Students often feel more confident and are more willing to take risks.
- Student progress can be closely monitored.
- Cultural orientation can be integrated into most of the instructional day.

DISADVANTAGES of elementary intensive programs:

- Students are somewhat segregated and have fewer fluent English–speaking models and interactions.
- Students may see themselves as labelled or different.
- Students may not be in their neighborhood schools.

Pull–out Model: In a pull–out ESL or Bilingual Education program, students leave their mainstream classroom to spend a period of time each day with the ESL or Bilingual Education teacher in small groups or as individuals. Instruction is focused on English language development and content area support in English and/or the home language.

The amount of time for which students are pulled out depends upon their linguistic and educational needs. For some students, thirty minutes per day may be adequate. Other students may spend two hours or more each day with the ESL or Bilingual Education teacher.

ADVANTAGES of elementary pull–out programs:

- Concentrated instruction can be provided according to student needs.
- Students often are more comfortable and exhibit more confidence and willingness to participate outside of the mainstream classroom.
- Oral development activities and language games will not be disruptive to other students.
- Special materials and activities can be used.

DISADVANTAGES of elementary pull–out programs:

- Scheduling can be difficult, and sometimes results in groups with wide ranges of proficiency.
- Students miss whatever is happening in the mainstream classroom during pull–out time.
- Pull–out activities can be difficult to coordinate with the mainstream curriculum, particularly if the ESL or Bilingual Education teacher does not know the mainstream curriculum.

In–class Model: In an in–class model, the ESL or Bilingual Education teacher works in the mainstream classroom, providing individual or small group instruction to LEP students. This approach could be considered for students whose English language skills and subject matter knowledge are close to grade level expectations.

ADVANTAGES of elementary in–class models:

- The ESL or Bilingual Education teacher sees what is going on in the curriculum and can observe the behavior of mainstream LEP students in their regular settings.
- Coordination of activities and services is enhanced.

DISADVANTAGES of elementary in–class models:

- Oral language development activities are difficult to conduct because they may be disruptive to other students in the classroom.
- Some LEP children may be very inhibited.
- LEP children may be embarrassed by the special attention.
- Space for extra activities may be limited.
- The ESL or Bilingual Education teacher cannot create a unique classroom atmosphere.
- It would not be possible to see all eligible children every day if there were more classes than daily time slots.
- The ESL or Bilingual Education teacher may end up functioning as an aide rather than a professional.

Secondary Level Models: The primary models used at the secondary level are the intensive model, the use of ESL and Bilingual Education courses, the team–teaching model, and the in–class model.

Intensive Model: At the secondary level, an intensive ESL or Bilingual Education program functions as a "newcomer center," a temporary placement for newly arrived students who have little or no proficiency in English. This type of program includes several periods of ESL instruction and cultural orientation each day. A Bilingual Education program also provides several additional periods of content area instruction taught in the home language of the students as well as in English. Mainstream experience is also part of the daily schedule through physical education, home economics, art, or other non–academic subjects.

ADVANTAGES of secondary intensive programs:

- All instruction is specific to the linguistic, cultural, and educational needs of the students.
- Students can gradually learn about and ease into secondary school routines and activities.
- Students can concentrate on developing English language proficiency.

DISADVANTAGES of secondary intensive programs:

- Students may have restricted interactions with peers.
- Students may see themselves as labelled and excluded.

ESL and Bilingual Education Courses: When LEP students no longer need the services of an intensive LEP program, or in situations where an intensive program is not feasible, students can have access to ESL and Bilingual Education courses to help them develop their linguistic and academic skills.

ESL courses are taught by licensed ESL teachers and focus on both oral and written communication skills, especially as they relate to the demands of the mainstream classroom. Students should receive academic credit for at least some of these courses and take as many of them as needed.

When feasible, in terms of enrollment and available resources, content area courses should be offered bilingually to allow LEP students to acquire subject matter knowledge and skills while learning English. Bilingual courses are taught by licensed Bilingual Education teachers and should include only one language group. A Hmong/English bilingual algebra class, for example, should not include LEP students of other language backgrounds. These courses should be credit-bearing and of the same academic status as mainstream classes.

ADVANTAGES of secondary ESL and Bilingual Education classes:

- Specialized English instruction is provided by appropriately trained teachers.
- LEP students can receive content area instruction that is comprehensible.
- LEP students can temporarily avoid the stress of competing in an all-English classroom with students who are fluent in English and knowledgeable of the school culture.

DISADVANTAGES of secondary ESL and Bilingual Education classes:

- Scheduling can be difficult.
- LEP students do not have the same curriculum as mainstream students.

Team-teaching Model: If the number of LEP students is high, a mainstream teacher can be paired with an ESL or Bilingual Education teacher to teach content area classes.

ADVANTAGES of secondary team-teaching situations:

- LEP students can be mixed with non-LEP students in "regular" classrooms.
- The combined expertise of the mainstream teacher and the ESL or Bilingual Education teacher can provide maximally effective instruction.

DISADVANTAGES of secondary team-teaching situations:

- Instructional costs can be high.

In-class Model: In this model, the ESL or Bilingual Education teacher works in the mainstream classroom, providing individual or small group instruction to LEP students.

ADVANTAGES of secondary in-class models:

- ESL or Bilingual Education instruction can more easily support the academic needs of the LEP student.

DISADVANTAGES of secondary in-class models:

- Additional instructional activity may be disruptive.
- LEP students may be embarrassed by the special attention.
- The ESL or Bilingual Education teacher cannot create a unique atmosphere.
- It may not be possible to serve all eligible students every day.
- The ESL or Bilingual Education teacher may end up functioning as an aide rather than as a professional.

5.3 Instructional Materials

Materials are available that have been written specifically for LEP students. The purpose of these materials is to teach English language skills to students whose native language is other than English. Since the goals of teaching ESL in elementary and secondary schools, technical and vocational schools, adult learning centers, colleges and universities are different, it is important to review ESL material carefully to determine the author's intended audience. It is recommended that districts purchase ESL materials that cover a range of levels and have a comprehensive teacher's manual. This is especially helpful to teachers who are less experienced in teaching LEP students.

Materials written for mainstream students usually are not appropriate for LEP students without modification. However, since mainstream materials are what the students must use eventually, it is helpful for ESL and Bilingual Education teachers to use these materials in their classrooms, adapting the content and language as necessary to make the material comprehensible.

Content area materials in a variety of languages have been developed by a number of materials development centers, some school districts, and a limited number of commercial publishers. Such materials may provide valuable assistance to a Bilingual Education teacher. They also may be helpful to literate LEP students working independently.

Information and catalogues can be obtained through the LEP Education Unit. A list of publishers specializing in ESL and Bilingual Education materials is included in Appendix I.

Additional Program Services

5.4

ESL, Bilingual Education, and mainstream teachers should not be expected to carry full responsibility for meeting the needs of LEP students. A number of support services are available to provide LEP students with valuable assistance. **These support services are not to replace or supplant the required services for LEP students, but rather to supplement and enhance them.** Possible supplemental services are described here.

Possible Sources of Additional Services for Students in LEP Programs
Special Education Chapter I Assurance of Mastery Migrant Education

Special Education: According to Public Law 94–142, limited English proficiency is not sufficient reason to begin the referral process or assessment for Special Education services. The frustration of learning a new language, plus the social, cultural, and emotional adjustments that many of these students experience, may temporarily affect their performance. LEP students must be given sufficient time to overcome the problems associated with learning to speak a new language and living in a new culture.

If it is suspected after a period of time that an LEP student does have a disability unrelated to the lack of English skills, it is important to remember that many procedures and instruments that are typically used with English proficient students will not be valid or reliable if used with LEP students.

The assessment process for LEP students requires the consideration of factors other than test scores. The use of a bilingual interpreter is essential. Further background information must be gathered on the student's home language, culture, and educational experience. The LEP Education Unit has produced several resource materials to assist districts in identifying and assessing LEP students for possible Special Education services:

- A Resource Handbook for the Assessment and Identification of LEP Students with Special Education Needs
- Videotapes for parents, translated forms, and a directory of available native language personnel.

An LEP student who has been identified and assessed as needing Special Education services has a right to receive services from both the LEP and the Special Education programs. Staff members from both programs should be involved in developing the student's individualized education plan (IEP). The student's native language and culture must be taken into consideration when deciding the nature of services to be provided. Guidelines for developing service options and instructional plans are being developed through the LEP/Special Education office.

Chapter I: Chapter I is a federally funded program that has the goal of improving the educational opportunities of educationally deprived students. Staff work toward this goal by helping students succeed in the regular school program, attain grade level proficiency, and improve achievement in basic and more advanced skills. School districts may use Chapter I resources for LEP students who are receiving services in LEP programs and who have needs stemming from educational deprivation rather than solely from their limited English proficiency. These students must be determined to be eligible for Chapter I service on the basis of the same criteria as other students.

Assurance of Mastery: Assurance of Mastery is a state program to assist students who have failed to master locally established learner outcomes in mathematics and communication. LEP students may participate in Assurance of Mastery programs, but this service should not replace the ESL and/or Bilingual Education service to which the students are entitled.

Migrant Education: The Migrant Education Program is a federally-funded, state-operated program that provides services to the children of migratory agricultural workers. Although primarily a summer program in Minnesota, limited funds are usually available during the school year to school districts that enroll eligible migrant students who need extra assistance. If these students are of limited English proficiency, Migrant Education funds do not replace local or state LEP funds, but are used to supplement these services. Information and application forms are available from the State Migrant Education Office (see Appendix C for information on how to contact this and other state offices).

Other Sources of Support Service: Other sources of support service may vary among schools and among districts. Many school and community activities can provide valuable assistance to LEP students and offer them an opportunity to participate more fully while they practice and improve English skills. Among these activities are:

- Peer tutoring programs
- Community and volunteer tutor programs
- Home-school liaison services
- Participation in extracurricular activities such as:

  sports
  band/orchestra/chorus
  cheerleading
  school clubs
  scouting
  community park and recreation programs
  handcrafts
  dramatics

Students should be encouraged but not required or forced to participate in these activities. (Contact the Department of Education, LEP Education Unit, for further information on sites where these other sources have been used.)

School Support Staff

5.5

Support staff personnel in a school are important to the education and well-being of LEP students. These staff members should be informed about the special needs of LEP students and the ways in which they can be most effective in working with these students.

Nurse: Nurses should be aware of several points before working with LEP students:

- Many newly-arrived refugees and immigrants are not familiar with medical procedures in the United States and prefer their own traditional practices, ones that have been handed down through generations. Some of these practices may cause needless alarm (such as suspicion of child abuse) even though they are harmless (as in the practice of "coining" where a coin is pressed into the skin until a mark is left, a way of drawing out pain in some cultures). Inservice training is important to familiarize staff with traditional medical practices in various cultures.

- Refugees entering the country have undergone a thorough health screening and should pose no health risk to other students. Specific medical information on refugee families often can be obtained from social welfare and public health agencies.

- Migrant children often have complete medical histories on the Migrant Student Record Transfer System, a national computer network that tracks migratory children and maintains educational and health information. The state Migrant Education Office can provide assistance (see Appendix C for information on this and other offices in the Minnesota Department of Education).

Psychologist: Psychologists and other staff who assess students should know the potential effects of limited English proficiency and lack of cultural knowledge on student test performance. All tests have some degree of bias, and assessment personnel need to be aware of problems in accurately evaluating the results of testing procedures for LEP students. A native speaker of the student's language may need to participate in assessment activities in order to obtain better information. Direct translation of tests from English to the language of the student is not recommended.

Social Worker: School social workers often are called upon to make home visits to families of LEP students. To do this effectively, they must be familiar with or have access to information about the cultural values of these families. It is helpful for the social worker to be accompanied by a bilingual staff person or a community member who can act as a translator and as an interpreter of the culture.

Counselor: Counselors should have regular contact with LEP students from the time they enroll in school to the time they leave. LEP students need special assistance because they usually are not familiar with the United States educational system. In secondary schools, policies and procedures, such as graduation requirements, class scheduling, grading systems, and course sequencing, may be unfamiliar concepts.

The school counselor is needed to help the LEP student develop a class schedule that achieves the correct balance of LEP and mainstream classes. It is the counselor's responsibility to see that LEP students take the courses they need for language and academic development as well as courses needed for graduation.

Secondary LEP students often require special assistance in understanding the world of work and developing realistic career plans. They frequently do not know what options are open to them, what skills are required for particular jobs, what training is offered at what schools, or what financial aid might be available. School counselors must work closely with ESL and Bilingual Education staff to assure that LEP students make decisions regarding their future that are appropriate and hold promise for success.

In larger high schools that have many LEP students, it may be useful to designate one counselor to be a specialist in the needs of LEP students. This person serves as the counselor for all LEP students in the building.

School Office Staff: School secretaries and clerks often are the first people to meet LEP students and their families in the school. They need to be alert to the needs of the students in order to channel them to the appropriate person for LEP program enrollment. Office personnel also must deal with the students' names on daily attendance lists, permission slips, and other documents. They need to be comfortable with spelling and pronouncing the names as well as with talking directly with the students. Office staff may also need to call an LEP student's home to verify an absence or confirm an appointment. If English is not spoken in the home, a bilingual person should be available to assist with the home contact.

Chapter 6

Assessment and Evaluation of LEP Students

Chapter 6

Frequently Asked Questions

Q. Why is it important to evaluate first language skills?

A. The level of language and literacy skills in an LEP student's first language will give educators valuable information for planning instruction in a second language. Research has shown that students with well developed first language skills will acquire English language skills more rapidly. A student who is able to read in the first language will have an understanding of the reading process and will learn English reading more rapidly. (See 6.1)

Q. What test is recommended for assessing English language proficiency?

A. Assessment of English language proficiency involves assessing skills in listening, speaking, reading, and writing. Assessment of listening and speaking is usually accomplished through an oral interview and an oral language proficiency test. Reading and writing should be addressed with tests developed for those areas. There are several English language proficiency tests, which differ in terms of the ages of students tested, the skills evaluated, and the testing procedure. All of these factors, along with ease of administration and cost, must be considered in selecting a test. (See 6.2)

Q. Should LEP students take standardized tests?

A. This will depend on the reason such a test is being considered. A district standardized test will compare the LEP student to native English-speaking students taking the same test. English language skills and content area skills, as well as general test-taking skills are required to perform well. Poor performance on such a test will **not** indicate which of these skills are weak. It will also give no indication of English oral language skills or English writing skills. (See 6.3)

Q. What test(s) should be given to determine exit from an LEP program?

A. No single test score should be used to determine the appropriate moment to exit a student from an LEP program. English language proficiency tests and evaluations that evaluate listening, speaking, reading, and writing skills in English should be used. However, it is also important to couple this information with information from mainstream teachers, counselors, parents, and others who are in a position to evaluate the student's possibilities of success in the all-English mainstream. (See 6.4)

Chapter 6

Assessment and Evaluation of LEP Students

As noted in Chapter 4, the identification of an LEP student involves the evaluation of the language skills of each student suspected to be of limited English proficiency, as defined by M.S. 126.261. LEP students often become involved in many types of testing and evaluation of skills. This chapter describes the testing and evaluation situations in which LEP students may be involved and provides general considerations that should be taken into account.

Evaluation of Home Language/First Language Skills 6.1

Determining that another language is used in a student's home environment is accomplished through the completion of the Minnesota Home Language Questionnaire (see Appendix G) or an appropriate alternative district form (see Chapter 4). Finding that another language is used does not mean that a student is limited English proficient. The questionnaire targets students who have another language in their backgrounds. If a student whose parents indicate the use of another language at home is performing well in the all–English mainstream classroom, that student is not a possible target for LEP service. If a student is not performing well in the mainstream, further testing and evaluation of language skills is necessary.

Information on the extent to which literacy and academic skills have been developed in the first language is essential information for all school personnel working with the LEP student. A student may possess math skills, for example, but may not possess the necessary English skills to perform in an English–speaking math class. A student may be able to re–tell a story, identify colors, and may follow instructions in his or her own language but may be unable to do so in English. A student may be unable to discriminate or pronounce certain English sounds, not because a physical problem exists but simply because such sounds do not exist in his or her native language. None of the above examples indicate a lack of ability on the part of the LEP student; they simply indicate a lack of English skills.

For LEP students who have learned to read in their first language, the concept of reading will not be new – only the skill of reading in English. Students who have been able to use their first language to gain academic skills and information have gained study skills, as well as content area information. These LEP students may need English language skills to express the academic and content area skills, such as math, science, and reading, that have already been obtained in the first language. It is therefore important to distinguish between lack of English language skills and other problem areas. Testing and evaluation in and of the native language, together with English language proficiency tests and standardized tests, may assist in making an accurate determination of student need. While formal testing instruments to determine first language skills may not be readily available, much valuable information can be obtained through two interviews, deduction and having Bilingual Education staff meet with both the student and the family. This information will be extremely useful not only to the LEP staff, but to mainstream and support staff as well.

6.2 English Language Tests

English language proficiency describes the student's ability in all four communication skills – listening, speaking, reading, and writing. At times, the development and mastery of oral skills in LEP students are prematurely interpreted to mean that the student is proficient in English and does not need LEP service, or that service may be discontinued. For this reason, M.S. 126.261 requires that all four areas of communication skills be considered in determining English language proficiency.

English language tests for LEP students differ from those tests designed for students whose native language is English. An English proficiency test is developed for students who grew up speaking and hearing a language other than English. It measures how much English a student knows and where the student is in the English language learning process.

LEP students usually take English language tests to determine the need for LEP services, as well as to fulfill part of the exit criteria from an LEP program. During an LEP student's stay within the program it is helpful to use checklists of progress to determine how close a student may be to exit from the program.

There are several types of English language tests. They differ according to the age of the student tested, the skill or skills to be evaluated, and the testing procedure. Purpose, target audience, ease and time of administration, and cost should be considered in selecting a test. Several tests may be needed to test all LEP students in a district in the four skill areas of listening, speaking, reading, and writing.

The use of English language tests serves several purposes:

- To help determine entrance into an LEP program.
- To help indicate when an LEP student possesses enough English skills to perform reasonably well on a mainstream standardized test.
- To help indicate readiness to enter certain mainstream classes.
- To help determine the number of hours of LEP service per week or per day that an LEP student may need.
- To help determine readiness to exit from an LEP program or to decrease service in preparation for exit.
- To diagnose specific needs.

It is extremely important to use assessment instruments appropriately and according to the test authors' intentions and instructions, so that valid and reliable information is obtained. The target subject and purpose stated for the test should coincide with the needs of the LEP student and the district.

6.3 Nationally Normed Standardized Tests

To identify a student as limited English proficient, it is required in M.S. 126.261 that students take a "nationally normed English reading or English language arts achievement test." It is necessary to

compare the LEP student's performance to that of native English language peers of the same age because this comparison will:

- Give an indication of how well a student might perform in all–English mainstream classes.
- Demonstrate the need for initial or continued LEP service.
- Provide baseline data from which to measure progress.

Some districts may want to determine criteria by which LEP students with very low proficiency in English are exempted from this requirement. In general, however, the administration of a nationally normed standardized test is the final "measuring stick" for predicting all–English mainstream performance. Some school staff are hesitant to expose the LEP student to the frustration of performing poorly on a test, but it is necessary in order to demonstrate need for LEP service, as well as to demonstrate readiness to leave an LEP program. LEP students' scores on these tests are then compared to mainstream students' scores in the same district on the same test.

While English language proficiency tests will indicate the level of English a student knows, the standardized test will show how well the language can be used to communicate and to learn content area information. Due to its integrative nature, the standardized test alone will not indicate which weaknesses may be due to lack of English language skills and which may be due to lack of content area information.

By combining all aspects of the LEP assessment (home language, standardized test, and English language proficiency test), it is more likely that a picture of an LEP student's strengths and weaknesses will be obtained. Only through an accurate evaluation of all skills necessary for academic success in the mainstream can appropriate service be provided.

Assessment for LEP Program Exit

6.4

In deciding the appropriate moment for exit from an LEP program, it is important to review the LEP student's individual progress in order to determine the likelihood that the student will be successful in an all–English mainstream environment. A student who no longer meets the criteria for entrance to an LEP program is eligible for exit (see Chapter 4 for more specific information).

Evaluations by LEP staff and by mainstream staff will play an important role in this decision. Review of test scores (language proficiency and achievement) will also provide essential information. Students must have the knowledge and skills needed to succeed in an academic environment with same–age peers.

Exit Checklist

The decision to exit a student from an ESL or Bilingual Education program should be based upon the following factors:

- Student's reading level in the mainstream reading program
- Results of English proficiency test
- Scores on districtwide achievement tests
- Recommendations of ESL, Bilingual Education, and mainstream staff
- Opinion of parents
- Maturity and confidence level of LEP student

6.5 Mainstream Classroom Tests

LEP students need to participate in classroom testing and evaluation. To help make their participation a successful experience, these students need to be taught test-taking skills, be prepared adequately on the content to be tested, and be exposed to testing formats with which they are unfamiliar. Teachers should understand that provision of these clarifications for all students is good teaching practice, and will not invalidate test results for mainstream students.

6.6 Competency and Benchmark Testing

Several factors must be considered when deciding whether LEP students should participate in competency testing with mainstream students in a school district. Appropriate questions to ask include:

- Do the students possess English language skills to the extent that the test will fairly reflect their knowledge of subject areas?
- What are the consequences of poor performance?
- Will remediation be available that is appropriate to meet students' needs?

Ideally, decisions about the participation of LEP students in this type of testing should be discussed among LEP staff, testing personnel, and mainstream staff. A procedure and general policy that applies to all LEP students equally should be put in place rather than making informal decisions on an individual basis.

6.7 Special Education Assessment and Evaluation

As indicated in Chapter 5 (see 5.4), LEP students are considered at times for Special Education assessment and evaluation. This is sometimes appropriate, although the lack of English language skills often lead school personnel to incorrectly assume that a disability is present. If a student is suspected of needing assessment and/or evaluation for possible Special Education services, it is recommended that district personnel refer to Chapter 5 in this manual, and then to *A Resource Handbook for the Assessment and Identification of LEP Students With Special Education Needs*, which was developed by the LEP Education Unit. Districts may wish to identify a team with expertise in assessing the Special Education needs of LEP students.

6.8 Final Comments on Test Taking by LEP Students

All tests administered in English are tests of English language skills. A social studies test in English, for example, is both a test of the social studies information and a test of English language skills. By careful selection and administration of the types of instruments recommended, it is possible to begin to determine the LEP student's strengths and weaknesses, and thereby to provide appropriate and necessary services.

It is important that an LEP student clearly understand and be familiar with test formats and procedures. Some LEP students may never have been placed in a testing situation. Some may have only taken written tests in an essay format. Many are unfamiliar with such common test formats as multiple choice, matching, filling in the blank, and true–false. Procedures such as using a test booklet, an answer sheet, a cassette tape, or an oral test may also be new to LEP students. Students who do not understand what is expected of them will not be able to perform well. Such confusion will make it very difficult to know whether an LEP student did not perform well due to a lack of knowledge about the test content or due to unfamiliarity with the test format and procedures. LEP students can benefit greatly from sessions devoted to learning test–taking skills both in the LEP and mainstream classroom. It is also helpful to have instructions presented in the home language of the student.

Before administering a test to an LEP student, school personnel should consider the answers to the following questions:

- Why am I giving this test?
- What will I learn from it? (What will the student learn from it?)
- Will I obtain reliable and valid information?
- Is it really necessary to administer this test?
- Will the information obtained be useful? To whom? For what purpose?

If the answer to one or more of these questions is unclear, it may be wise to consider either selecting a different test or seeking alternative measures of evaluation.

Chapter 7

Factors That Influence School Success

Chapter 7

Frequently Asked Questions

Q. Should we require that parents communicate with their children in English?

A. No. A student's native language plays an important role in linguistic and academic development. Its use should be encouraged. (See 7.1)

Q. What should be done to help the mainstream teacher who has an LEP student in the classroom?

A. It is important to prepare the teacher through training and support. Inservice training should focus on enhancing understanding of the linguistic and cultural background of LEP students and on developing skills needed to adapt materials and instructional strategies for LEP students. Mainstream teachers also can be shown ways to capitalize on the cultural and linguistic background of LEP students to promote cross–cultural understanding. (See 7.2)

Chapter 7

Factors That Influence School Success

The likelihood that an LEP student will succeed in school is influenced by many factors. An atmosphere that is conducive to success and to learning for both the staff and students can be created by allowing students to use their native language, preparing the mainstream teacher, recognizing cultural differences, orienting students to school life, and easing the stress of transition.

Using the Native Language

7.1

A student's native language plays an important role in the linguistic and academic development of that student, and its use should be encouraged both at school and at home.

In School: A concern raised by school personnel is the use of native language in the school environment. Teachers often feel it necessary to forbid the use of any language other than English in their classrooms, thinking perhaps that English will be learned faster when the native language is not allowed. Forbidding students to use their native language has been demonstrated to be both ineffective and detrimental to self–concept and motivation.

The LEP student's native language may be used with the student to gather background information or to carry out assessment and orientation. Use of the native language also helps the school communicate effectively with parents. A bilingual teacher, social worker, or consultant may need to be called in for these purposes.

The recognition of the value of a student's native language by school staff will do much to motivate that student to learn English. Use of the native language also will provide students with a release from the continual frustration of having to communicate in a language with which they are not yet comfortable.

The native language of the student also can be brought into the classroom as an enrichment area for other students. LEP students can be encouraged to teach classmates phrases and songs in their language, and teachers can point out interesting contrasts and similarities among languages. Valuing the home languages of LEP students enhances self–esteem and positive attitudes toward school and home.

At Home: Another concern raised by teachers is that LEP students go home from school and speak their native language rather than English. Some teachers even tell LEP parents to speak only English with their children at home. If the English proficiency of the parents and other adults in the home is low or nonexistent, only limited and unnatural communication will take place and there will be no development in either English or the home language.

Researchers have shown that encouraging the use of the native language in the home has a positive effect on learning the second language. Limiting the use of the native language in the home may be harmful to family communication and the support system. Such a situation may add considerable stress to the already stressful adjustment to a new country.

7.2 Preparing the Mainstream Teacher

An LEP student presents an instructional challenge to the mainstream teacher. This challenge may produce frustration and anxiety in the teacher who feels unprepared. Mainstream staff often lack the training necessary to work with and understand the problems of LEP students. They may need assistance and support in order to create a positive environment for LEP students and to provide understandable and relevant instruction for them.

Inservice Training: Inservice training should be provided to mainstream teachers to enhance their understanding of the linguistic and cultural background of their LEP students. They also need skills in adapting mainstream materials and instructional strategies to better address the needs of these students. Such training could be provided through school district resources with or without outside consultation. The LEP Education Unit is available to assist districts in planning and providing inservice sessions. Inservice training is very useful in helping to eliminate unnecessary anxieties that mainstream teachers sometimes have due to a lack of knowledge about the students and the program.

Enhancing Cross-Cultural Understanding: LEP students usually bring with them a language and culture that is different from that of the mainstream student population. These should be seen as assets rather than liabilities and capitalized on in the classroom. LEP students can be given opportunities to share aspects of their cultural and linguistic background with other students in a way that enhances cross-cultural understanding. Mainstream classes, such as social studies classes, can focus on some aspect of an LEP student's country. A bibliography of informational resources available to school districts about the languages and cultures of most LEP student populations in Minnesota is available through the LEP Education Unit.

7.3 Recognizing Cultural Differences

For students to benefit from an educational program, they must first feel comfortable in the school setting. LEP students often come from cultural backgrounds that are very different from the culture of the United States. Frequently, behaviors or customs that are appropriate and effective in one culture are misinterpreted and deemed inappropriate in another. If school personnel are not aware of these differences, problems may occur that otherwise could have been avoided. As LEP students gradually become familiar with the social patterns and values of this country, problems tend to diminish. LEP students need to learn the behavioral expectations of their new surroundings while maintaining their own value system. Examples of areas of potential difficulty include learning styles, non-verbal language, gender roles, food, and school expectations.

Learning Styles: Classroom activity in this country is often competitive and individualistic. Students are responsible for their own work and earn grades on their own. For LEP students accustomed to more cooperative modes of learning, problems arise when their cooperative efforts are viewed as cheating. Some LEP students believe that helping a friend on a test is appropriate and that the group effort is more important than the individual effort. Students need to be helped to understand when it is appropriate to work together and when it is not.

Some LEP students come from cultures where there is no formal educational system, and where importance is placed on learning life skills through observation or apprenticeship. Students accustomed to this type of learning may find our system to be abstract and meaningless. On the other hand, some LEP students are familiar with a very formal educational system in which teachers are

highly revered and great emphasis is placed on classroom order. American schools appear very informal to these students. Students need support and guidance in order to adjust successfully to a new system.

Non-verbal Language: In many cultures children are taught to look down when they are being addressed by teachers or older people, whereas American children are taught to "Look at me while I'm talking to you." Teachers need to be aware that for many LEP students, looking down is a sign of respect toward the teacher.

Hand signals and other non-verbal communication in one culture are sometimes considered rude or anger-provoking in another. Teachers should be aware that misunderstandings can occur in their classrooms. It is useful to have representatives of the various culture groups explain why some gestures seem offensive to them, such as pointing, head-patting, etc. LEP students need to be taught the intended meanings of non-verbal language in this culture. This will help to minimize negative reaction to innocent behavior.

Gender Roles: It is common in some cultures for greater value to be placed on a boy's education, while girls are expected to stay at home and help with household tasks. Older brothers and sisters may be required to stay home to care for younger siblings. Parents of LEP students must be informed of compulsory school attendance laws in Minnesota and must be helped to understand the importance of education for all children in this country. In communicating with parents, it is important to use a bilingual interpreter to ensure that comprehension is taking place on both sides.

Some students have difficulty adjusting to a teacher who is not the same gender because they come from school systems segregated by gender. In some cultures, a female student may deliberately do poorly so that she does not outperform a male relative or sibling.

Food: American food may present a difficult adjustment for some LEP students. They should be told that they can bring food from home for lunch. School food should not be forced on them. Some students may have a low physical tolerance for milk or other particular food products. For other students, certain foods may be forbidden due to religious or cultural beliefs.

School Expectations: For those LEP students accustomed to classes segregated by gender, working with members of the opposite gender will be difficult at first. Gym uniforms with shorts, or dancing and other activities with physical contact between boys and girls may cause great discomfort. For some LEP students, even same-gender showers after gym class may present a serious problem due to personal modesty and cultural values.

Participating in field trips and extracurricular activities may be difficult for LEP students. Often their parents do not understand the purpose of the event or the procedures for approving their children's involvement. Some parents feel that after-school activities take too much time away from studying and family responsibilities.

Orienting Students to School Life

7.4

LEP students who are new to the educational system in the United States will need help making their way through the school day. Schools have rules and procedures that are second nature to mainstream students and staff, but may be confusing to LEP students. The need to orient students to the ways

of a school increases greatly with the age of the student. Many school districts recognize this need and offer new high school students an orientation program to help them adjust to their new school. It is also important to send orientation information home to the parents, communicated in the native language of the home. *A Guide to Minnesota Schools for Parents of LEP Students*, developed by the LEP Education Unit, is a helpful publication for parents of LEP students.

An orientation program might include information about:

- School personnel and what they do.
- The location of things within the school.
- School building routines and rules of behavior.
- The daily schedule and yearly calendar.
- What to bring to school (and what not to bring).
- Course offerings, requirements, and grading procedures.

7.5 Easing the Stress of Transition

Most LEP students want to look and act like their peers. This places pressure on both the teachers and the parents. The teachers are pressured by the LEP students to supply them with books similar to the ones their mainstream peers have. The parents are pressured to allow their children to dress and act like their peers. This may cause considerable strain on the family unit as the children turn away from the ways of their home country and the traditional values of their parents.

School personnel need to recognize the importance of student self-esteem, the need for pride in one's cultural heritage, and the stresses that can cause conflict within the families of LEP students. Parents often know less about the new culture than their children and are not in a position to offer the guidance necessary for wise choices.

Chapter 8

Parents and Community

Chapter 8

Frequently Asked Questions

Q. What must schools do to communicate with parents of LEP students?

A. Schools must do whatever is necessary to communicate appropriately with these parents. This includes sending written communications in the parents' native language. It also includes nonwritten communications, such as home visits and telephone calls by bilingual personnel. (See 8.1 and 8.2)

Q. Parents of LEP students don't often show up at school events, including parent-teacher conferences. Aren't they interested in their children's education?

A. Parents of LEP students might not know their new role in the American educational system. In many countries parents are not actively involved in education the way parents in this country are. Their role is seen as one of providing encouragement and support at home. They entirely entrust the teachers with the tasks of educating their children. They usually support the school personnel in whatever they decide is best for the children. In addition, these parents may feel threatened and uncomfortable in an environment unfamiliar to them in terms of language and culture. (See 8.2)

Q. Should parents of LEP students try to communicate with their children in English?

A. The issue is not the language of communication; it's the communication itself. Parents should communicate with their children in the language that allows them to express their ideas and emotions clearly. The use of the native language does not interfere in the children's learning of the English language. (See 8.3)

Chapter 8

Parents and Community

LEP students in Minnesota represent many cultural backgrounds. For most of these students, the school culture is not an extension of their home values. In addition, many parents of LEP students are newcomers to the United States. They might not be accustomed to many things American schools expect of parents. It is important to keep in mind that home–school relationships vary from country to country. Schools in the United States expect active participation and support from parents. Parents of LEP students may feel uncomfortable assuming this new role. They should be encouraged to be active and become effective partners in educating their children. Research evidence indicates that parental involvement in almost any form can improve student achievement.

Good communication with parents is essential to parent participation in their children's school activities. It is highly desirable for the school to hire a bilingual staff member who understands the community and has its trust. A person with knowledge of the language and culture will make parents of LEP students feel more at ease, more likely to voice their genuine concerns and more willing to play an active and meaningful role in their children's education.

Since most LEP students have to relate to their peers, teachers and the school culture from the perspective of a minority, they often experience problems that hinder their education. Apart from the difficulty with English and the school culture, low self–esteem and negative attitudes toward school are serious barriers to their educational success. They feel discouraged when school personnel do not seem to be sensitive to their language and cultural problems and educational needs. These problems stem from the fact that LEP students believe that their home language and culture are not valued by their peers and by the larger society. This often leads to feelings of inferiority. To restore their self–confidence, self–worth and self–esteem, LEP students and their parents need to be empowered through the respect shown by others at school, on the playground, and in the community. This empowerment can be achieved through the use of their language, respect for their culture, and the belief that they and their parents are capable people.

To promote active participation of parents in their children's education, and to help them become familiar with the educational system in Minnesota, the LEP Education Unit has developed *A Guide to Minnesota Schools For Parents of LEP Students*. It is available in six languages.

There are many ways that schools can get parents and community actively involved in the education of their children, including maintaining home–school communication, encouraging attendance at conferences and other school activities, and using parents and the community as school resources.

Home–School Communication

8.1

It is important to keep parents informed about what is going on in school and how their children are doing. It must be made clear to parents that the school also expects them to cooperate and to respond to its requests in carrying out certain school activities. Since many parents of LEP students do not speak English, documents and notices sent home should be in the parents' native language. Home visits and telephone calls, preferably by a bilingual staff person, may be effective in communicating

with LEP parents, who might not respond to a written form of communication because they are not literate or because they do not understand the importance of responding to school notices. If the school does not have a bilingual person on its staff, it can seek assistance from the community. The LEP Education Unit has compiled a *Native Language Resource Directory* to help districts identify qualified persons to do these kinds of tasks.

8.2 Conferences, Visits, and Other Activities

Many parents of LEP students seem to stay away from conferences or other school events. This may be due to their unfamiliarity with the system, to their limited knowledge of the language and culture, and to the intimidation they feel in relating to schools. They may also lack transportation or knowledge of the school location. Parents of LEP students often feel intimidated by schools because they think they do not know enough about the school systems and how to relate to them appropriately. School personnel can help parents understand their roles in the school and make them feel comfortable assuming their new roles. The purpose of school activities such as parent–teacher conferences, open–houses, and field trips, as well as parent responsibilities for these activities should be carefully conveyed to the parents. Parent–teacher conferences can also be held outside the school building if that would increase the comfort level of parents. School personnel also must be careful to remember that parents are more likely to be involved in something when they know they are valued and can make a difference.

8.3 Parents and Community as Resources

Parents and the community are rich resources that schools should use more extensively and more creatively. Parental involvement in education is crucial to children's success in school. There are many ways that parents can function in partnership with the school and the community.

Advisory Groups: Parents of LEP students should be invited along with other parents to participate in the decision–making process of the school. They should be encouraged to join the Parent Teacher Organization or school building advisory committees. School Board meetings provide a forum in which parents can voice their concerns. When the School Board holds a hearing or a meeting on important LEP issues, an interpreter should be made available so that the parents can participate fully in it.

Volunteer Services: Parents and the community also can be good resources to the classroom. Parents or community members should be invited to talk about their cultures or home countries. Like other parents, parents of LEP students should be encouraged to be involved in school volunteer activities, such as chaperoning on field trips, cooking in a homemaking class, or organizing an international day. Children generally have more positive attitudes toward school when their parents are involved in school activities.

Help at Home: Parent support and help in a child's education is important at home and at school. Parents can read to a child, provide help if needed when the child is doing homework, or make sure that home assignments are done. Parents of LEP students do not have to speak English to be able to help their children. For example, children who see their parents reading learn what reading is and that it is useful and enjoyable. It is also important that parents read to their children, regardless of whether they are reading in English or in their native language. Further, parents should be encouraged to speak their native language to the children. It is important that parents and their children relate

to one another in a personal and meaningful manner. In their native language they can also tell stories and ask questions about school. It is important to remember that the development of the native language of LEP children will enhance their learning of the English language. It also helps them develop pride in their culture and a positive self–concept.

Cultural Enrichment: Minnesota has rich cultural diversity. Its population consists of many racial and language groups ranging from Native Americans to newly arrived refugees and immigrants from many parts of the world. These people offer a pool of talents and resources in Minnesota's school districts and communities. This cultural and linguistic diversity provides a wealth of educational experiences for young people. Schools should value this diverse group of people and use the people as resources for programs such as foreign language, global education, and multicultural gender fair education.

Using Interpreters With Parents and Community

8.4

The role of the interpreter in working with parents of LEP students and with the minority language community is an important one. The interpreter is the bridge between the home and the school, upon whom both communication and understanding depends.

A qualified interpreter is an adult who speaks the student's language very well, is familiar with the student's culture, and who speaks and understands English well. The interpreter must play an impartial role. When important academic or placement decisions must be made, usually close relatives, siblings, parents or peers are not appropriate interpreters, due to possible biases that could be introduced. Depending on the age, sex, and social status of the student, it may be desirable to use an interpreter of one sex or social status rather than another. For some LEP students and their families, differences in political, tribal, or religious affiliations may make one interpreter more appropriate and acceptable than another.

Using siblings and peers of an LEP student is not advisable except in some social situations of no great academic consequences. Children lack the maturity and understanding to maintain the necessary impartiality.

It is important that the role of the interpreter is clear to all concerned: the interpreter him/herself, the LEP family and the school personnel in need of the services. It should be clear that the interpreter is to translate what is said and not give opinions to either the LEP student/family or school personnel, unless they are requested. Opinions should be requested before and after the interviews. Time before and after the interviews should be planned in order to explain clearly the purpose of the interviews and to get general impressions and feedback from the interpreter without the presence of the student/family.

Interpreters are often uncomfortable because they are concerned that the LEP community with which they work may be confused when they speak for the school. At times, opinions, discussions and decisions that they are asked to communicate from school personnel are taken by the community to be those of the interpreter personally. Clarification of their role among all concerned will help in this respect.

Whenever possible, the interpreter should be given information and vocabulary that will be discussed with LEP parents and community so that they can better prepare. Many times there are no exact translations for words and concepts often used in schools. It is helpful for the interpreter to know beforehand the general topics so that some thought can be given to accurate and sometimes descriptive interpreting.

When using an interpreter there are several things that can make the process go more smoothly:

- Meet with the interpreter ahead of time to explain the purpose and process of the upcoming activity;
- Explain specialized and school vocabulary and acronyms;
- Avoid excessive use of slang and jargon;
- Try to keep sentences short and as simple as possible;
- Speak clearly;
- Pause every few sentences for interpretation;
- Speak directly to the parents, family or student ("What do you think about..." rather than "Ask them what they think about...");
- Allow time to discuss the interview with the interpreter after the subject has left; and
- Try to appreciate what a very difficult task it is to be a good interpreter - and user of an interpreter as well.

For more detailed information regarding the use of translators and interpreters in Special Education, see "Chapter 2: Interpreters and Translation" in the MDE publication *A Resource Handbook for the Assessment and Identification of LEP Students with Special Education Needs*.

APPENDICES

APPENDIX A

Minnesota Education for Limited English Proficient Students Act (1980) (M.S. 126.261)

CHAPTER 126
CURRICULUM; AMERICAN INDIANS; PER PROCESS

EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS ACT

126.261 Citation.
126.262 Definitions.
126.264 Rights of parents.
126.265 General requirements for programs.
126.266 Exemption from teaching licensure.
126.267 Technical assistance.
126.268 Department of education; money from other sources.
126.269 Construction.

BILINGUAL EDUCATION

126.36 Teachers; licenses.

EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS ACT

126.261 CITATION.

Sections 126.261 to 126.269 may be cited as the education for limited English proficient students act.

HIST: 1980 c 609 art 3 s 14

126.262 DEFINITIONS.

Subdivision 1. **Generally.** For purposes of sections 124.273 and 126.261 to 126.269, the terms defined in this section shall have the meanings given them.

Subd. 2. "Pupil of limited English proficiency" means a pupil in any of the grades of kindergarten through 12 who meets the following requirements:

(a) The pupil, as declared by a parent or guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and

(b) The pupil's score is significantly below the average district score for pupils of the same age on a nationally normed English reading or English language arts achievement test. A pupil's score shall be considered significantly below the average district score for pupils of the same age if it is one-third of a standard deviation below that average score.

Subd. 3. "Essential instructional personnel" means the following:

(a) A teacher licensed by the state board of teaching to teach bilingual education or English as a second language;

(b) A teacher with an exemption from a teaching license requirement pursuant to section 126.266 who is employed in a school district's English as a second language or bilingual

education program;

(c) Any teacher as defined in section 125.03 who holds a valid license from the state board of teaching, if the district assures the state department of education that the teacher will obtain the preservice and in-service training the department considers necessary to enable the teacher to provide appropriate service to pupils of limited English proficiency.

Subd. 4. "English as a second language program" means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening and speaking.

Subd. 5. "Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 6. "Primary language" is a language other than English which is the language normally used by the child or the language which is spoken in the child's home environment.

Subd. 7. "Parent" includes a child's legal guardian.

Subd. 8. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

HIST: 1980 c 609 art 3 s 15; 1981 c 358 art 3 s 18; 1982 c 548 art 3 s 22; 1986 c 444

126.263 Repealed, 1981 c 358 art 3 s 20

126.264 RIGHTS OF PARENTS.

Subdivision 1. No later than ten days after the enrollment of any pupil in an instructional program for limited English proficient students, the school district in which the pupil resides shall notify the parent or guardian by mail. This notice shall:

(a) Be in writing in English and in the primary language of the pupil's parents;

(b) Inform the parents that their child has been enrolled in an instructional program for limited English proficient students;

(c) Contain a simple, nontechnical description of the purposes, method and content of the program;

(d) Inform the parents that they have the right to visit the educational program for limited English proficient students in which their child is enrolled;

(e) Inform the parents of the time and manner in which to request and receive a conference for the purpose of explaining

the nature and purpose of the program; and

(f) Inform the parents of their rights to withdraw their child from an educational program for limited English proficient students and the time and manner in which to do so.

The department of education shall, at the request of the school district, prepare the notice in the primary language of the parent or guardian.

Subd. 2. Any parent whose child is enrolled in an educational program for limited English proficient students shall have the right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw the child from the program by providing written notice of this intent to the principal of the school in which the child is enrolled or to the superintendent of the school district in which the child resides. Nothing herein shall preclude a parent from reenrolling a child of limited English proficiency in an educational program for limited English proficient students.

Subd. 3. **Parental involvement.** A district which receives moneys pursuant to section 124.273 shall encourage involvement of parents of pupils enrolled in the educational program for limited English proficient students in this program. The district shall solicit the views of parents about the program and its effects upon their children.

HIST: 1980 c 609 art 3 s 17; 1982 c 548 art 3 s 23; 1986 c 444

126.265 GENERAL REQUIREMENTS FOR PROGRAMS.

A district which receives aid pursuant to section 124.273 shall comply with the following program requirements:

(a) To the extent possible, the district shall avoid isolating children of limited English proficiency for a substantial part of the school day; and

(b) In predominantly nonverbal subjects, such as art, music, and physical education, pupils of limited English proficiency shall be permitted to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the school district shall assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

HIST: 1980 c 609 art 3 s 18; 1982 c 548 art 3 s 24

126.266 EXEMPTION FROM TEACHING LICENSURE.

Subdivision 1. The commissioner of education may grant an exemption from the licensure requirement in the hiring of teachers of English as a second language or bilingual education teachers to a school district if the commissioner finds that compliance would impose a hardship upon the district in the

securing of teachers for its educational programs for limited English proficient students. The commissioner of education shall notify the board of teaching of any exemptions granted pursuant to this section.

Subd. 2. A teacher serving under an exemption as provided in subdivision 1 shall be granted a license as soon as that teacher qualifies for it. Not more than one year of service by a teacher under an exemption shall be credited to the teacher for the purposes of section 125.12, and not more than two years shall be credited to the teacher for purposes of section 125.17; and the one or two years shall be deemed to precede immediately and be consecutive with the year in which the teacher becomes licensed.

HIST: 1980 c 609 art 3 s 19

126.267 TECHNICAL ASSISTANCE.

The state board of education shall provide technical assistance to school districts receiving aid pursuant to section 124.273 and to post-secondary institutions for preservice and in-service training for bilingual education teachers and English as a second language teachers employed in educational programs for limited English proficient students, teaching methods, curriculum development, testing and testing mechanisms, and the development of instructional materials for these educational programs.

HIST: 1980 c 609 art 3 s 20; 1982 c 548 art 3 s 25

126.268 DEPARTMENT OF EDUCATION; MONEY FROM OTHER SOURCES.

Subdivision 1. Repealed, 1981 c 358 art 3 s 20

Subd. 2. The state board of education may apply for moneys which are or may become available under federal refugee assistance and other programs for administration, demonstration projects, training, technical assistance, planning, and evaluation of programs for limited English proficient students.

HIST: 1980 c 609 art 3 s 21

126.269 CONSTRUCTION.

Nothing in the provisions of sections 126.261 to 126.268 shall be construed to violate the provisions of section 127.08 or chapter 363. Programs and activities pursuant to sections 126.261 to 126.268 shall be deemed to be positive action programs to combat discrimination.

HIST: 1980 c 609 art 3 s 22

BILINGUAL EDUCATION

126.31 Repealed, 1980 c 609 art 3 s 24

126.32 Repealed, 1980 c 609 art 3 s 24

126.33 Repealed, 1980 c 609 art 3 s 24

126.34 Repealed, 1980 c 609 art 3 s 24

126.35 Repealed, 1980 c 609 art 3 s 24

126.36 **TEACHERS; LICENSES.**

Subdivision 1. **Bilingual and English as a second language licenses.** The board of teaching, hereinafter the board, shall grant teaching licenses in bilingual education and English as a second language to persons who present satisfactory evidence that they:

(a) Possess competence and communicative skills in English and in another language;

(b) Possess a bachelor's degree or other academic degree approved by the board, and meet such requirements as to course of study and training as the board may prescribe.

Subd. 2. **Persons holding general teaching licenses.** A person holding a general teaching license who presents the board with satisfactory evidence of competence and communicative skills in a language other than English may be licensed under this section.

Subd. 3. **Employment of teachers.** Teachers employed in a bilingual education or English as a second language program established pursuant to sections 126.261 to 126.269 shall not be employed to replace any presently employed teacher who otherwise would not be replaced.

Subd. 4. **Teacher preparation programs.** For the purpose of licensing bilingual and English as a second language teachers, the board may approve programs at colleges or universities designed for their training subject to the approval of the state board of education.

Subd. 5. **Persons eligible for employment.** Any person licensed under this section shall be eligible for employment by a school board as a teacher in a bilingual education or English as a second language program in which the language for which the person is licensed is taught or used as a medium of instruction. A school board may prescribe only those additional qualifications for teachers licensed under this section as are approved by the board of teaching.

Subd. 6. Repealed, 1980 c 609 art 3 s 24

Subd. 7. **Affirmative efforts in hiring.** In hiring for all positions in bilingual education programs school districts shall give preference to and make affirmative efforts to seek, recruit, and employ persons who are (a) native speakers of the language which is the medium of instruction in the bilingual education program, and (b) who share the culture of the limited English speaking children who are enrolled in the

program. The district shall provide procedures for the involvement of the parent advisory committees in designing the procedures for the recruitment, screening and selection of applicants, provided that nothing herein shall be construed to limit the school board's authority to hire and discharge personnel.
HIST: 1977 c 306 s 6; 1980 c 609 art 3 s 4-7; 1986 c 444

126.37 Repealed, 1980 c 609 art 3 s 24

126.38 Repealed, 1980 c 609 art 3 s 24

126.39 Subdivision 1. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 2. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 3. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 4. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 5. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 6. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 7. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 8. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 9. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 10. MS 1978 Repealed, 1980 c 609 art 3 s 24

Subd. 11. MS 1988 Repealed, 1989 c 329 art 9 s 34

126.40 Repealed, 1980 c 609 art 3 s 24

126.41 Repealed, 1980 c 609 art 3 s 24

126.42 Repealed, 1980 c 609 art 3 s 24

APPENDIX B

Application Form for State Funds

BEST COPY AVAILABLE

Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	PROGRAM APPLICATION / AMENDMENT / FINAL REPORT EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS ACT	ED-01307-13

GENERAL INFORMATION AND INSTRUCTIONS: Initial applications for salary reimbursement under the Education for Limited English Proficient Students Act pursuant to M.S., Sec. 124.273 are due July 1. Information from these applications will be used to calculate advance payments to school districts. Amendments to initial applications may be submitted to the above address by October 15 and May 15. The end-of-year report, due August 15, will be used to calculate final aid payments for the school year. Please read all instructions carefully before entering data and provide signatures where requested.

THIS REPORT REPRESENTS:	REPORT DATE:
☐ Initial Application	☐ July 1
☐ Amendment to the Application	☐ October 15 / ☐ May 15
☐ End-Of-Year Report	☐ August 15

APPLICANT IDENTIFICATION

District Name	District Number	Name of Person Completing Report	Title	Telephone Number
				( ) -

If this is a joint application, provide the district name and district number in the adjacent space.	District Name	District Number	District Name	District Number
▶				

L E P STUDENT ENROLLMENT INFORMATION

Limited English Proficient (LEP) students are students whose primary language (from the Home Language questionnaire) is **NOT** English, **AND** for whom current nationally normed English reading and/or language arts achievement test records, indicating the students to be at least one-third of a standard deviation below the district average for that test level, shall be available as specified in M.S., Sec. 126.262. For the July 1 initial application, enter the estimated number of public and nonpublic LEP students to be enrolled during the 1990-91 school year. For amendments or the final report, enter the actual number of public and nonpublic LEP students enrolled on or about October 15 and May 15. This count represents the number of students the applicant certified to be LEP. Provide the date on which the count was taken. ▶

L E P STUDENT ENROLLMENTS			
REPORT DATE	JULY 1, '90 ESTIMATED	OCT. 15, '90 ACTUAL	MAY 15, '91 ACTUAL
ENROLLMENT			
Date of Count			

INSTRUCTIONAL STAFF INFORMATION

Aids under this Act represent partial reimbursement of salaries paid to essential Bilingual Education (BE) and English as a Second Language (ESL) instructional staff for the amount of time they provide services to LEP students. Sixty-one percent (61%) of the salary of one full-time equivalency (FTE) BE/ESL teacher or a maximum of $17,000, whichever is less, is considered to be reimbursed for each 45 LEP students enrolled (or a prorata thereof) for the 1990-91 school year. A district enrolling 22 or fewer LEP students is entitled to a sixty-one percent (61%) salary reimbursement for up to one-half of the FTE BE/ESL classroom teacher, or a maximum of $8,500, whichever is less. In calculating FTEs, the Master Contract Hours a district submits to the Special Education Section for calculating Special Education aid entitlement will be used. The total number of hours a classroom teacher is employed in this program divided by the classroom teacher Master Contract Hours as reported to Special Education will be the FTE of that classroom teacher. The actual reimbursement percentage may be prorated to stay within the appropriation. On the initial application list all BE/ESL instructional staff for whom partial salary reimbursement is requested and provide the additional information as requested below. On subsequent due dates, list instructional staff changes and LEP enrollment count that have occurred since the most recent application/amendments. Use the appropriate transaction codes (A, D, and C) when reporting any amendments. File Folder Numbers must be given for each staff member.

SAMPLE

TRANSACTION CODE A = ADD D = DELETE C = CHANGE	NAME OF INSTRUCTIONAL STAFF (Last, First, M. I.)	FILE FOLDER NUMBER	LICENSE TYPE: S = Standard PL = Provisional License LP = Limited Permit PV = Personnel Variance	B. or E S L	FOR NEW STAFF MEMBERS ONLY REQUIRED TRAINING COMPLETED (YES or NO)	TIME EMPLOYED TO PROVIDE B E or E S L SERVICES EMPLOYMENT BEGINNING DATE	TOTAL HOURS PER DAY	TOTAL DAYS PER YEAR	TOTAL HOURS PER YEAR	F. T. E. (Total Hours per Year ÷ Master Contract Hours)	SALARY FOR HOURS AS BE / ESL TEACHER
									TOTALS		

(Program Staff Information is continued on Page 2)

▶ NOTE: The Verification of Data section (on page 2) MUST be signed. ◀

CONTINUED FROM PAGE 1 *

ED-01307-13

INSTRUCTIONAL STAFF INFORMATION

TRANSACTION CODE A = ADD D = DELETE C = CHANGE	NAME OF INSTRUCTIONAL STAFF (Last, First, M. I.)	FILE FOLDER NUMBER	LICENCE TYPE: S = Standard PL = Provisional License LP = Limited Permit PV = Personnel Variance	B E or E S L	NEW STAFF MEMBERS ONLY REQUIRED TRAINING COMPLETED (YES or NO)	TIME EMPLOYED TO PROVIDE B E or E S L SERVICES EMPLOYMENT BEGINNING DATE	TOTAL HOURS PER DAY	TOTAL DAYS PER YEAR	TOTAL HOURS PER YEAR	F. T. E. (Total Hours per Year ÷ Master Contract Hours)	SALARY FOR HOURS AS BE / ESL TEACHER

ESSENTIAL INSTRUCTIONAL PERSONNEL & REQUIRED STAFF TRAINING

For purposes of the Act, "essential instructional personnel" means the following (M.S., sec. 126.262):

(a) A classroom teacher licensed by the State Board of Teaching to teach bilingual education or English as a second language, or;

(b) A classroom teacher with a baccalaureate degree for whom a Provisional License has been requested and approved, or;

(c) In the event that a school district is unable to hire a qualified classroom teacher cited under items "a" and "b" above, the district may request a Personnel Variance for a person holding a valid Minnesota license as an elementary or secondary classroom teacher with no ESL experience and the district must assure the Minnesota Department of Education (MDE) that such persons will obtain the preservice training and in-service training the MDE considers necessary for the classroom teacher to provide appropriate service to students of limited English proficiency. However, efforts to hire teachers with the qualifications cited in items "a" and "b" must be documented, or;

(d) A teacher with an exemption from a teaching license requirement pursuant to M.S., sec. 126.266 who is employed in a school district's English as a second language or bilingual education program.

FOR THE 1990-91 SCHOOL YEAR, TEACHERS FOR WHOM REIMBURSEMENT IS REQUESTED UNDER ITEM "c," AS CITED ABOVE, MUST RECEIVE A MINIMUM OF 18 CONTACT HOURS OF BILINGUAL EDUCATION AND/OR ENGLISH AS A SECOND LANGUAGE TRAINING DURING THE SCHOOL YEAR 1990-91 IN ANY OF THE FOLLOWING AREAS:

- Bilingualism and the theory of Bilingual Education
- Theories of second language acquisition
- Teaching English to speakers of other languages
- Individualizing Bilingual Education / E S L instruction
- Bilingual Education / E S L curriculum development
- Testing and assessing L E P students
- Linguistics
- Teaching native language reading and language arts
- Teaching subject matter through the native language
- Teaching English reading to speakers of other languages
- Developing Bilingual Education instructional materials

A space is provided under the Instructional Staff Information section of this report to indicate whether each staff member has received the required training. Please indicate "YES" or "NO" for each staff member on your initial application or the subsequent amendments, as the training requirement is completed.

IMPORTANT: Read and sign the Statement of Assurances on the reverse side of this page.

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ED-01307-13

STATEMENT OF ASSURANCES

The applicant hereby assures and certifies that it will comply with the law, guidelines, requirements and definitions that relate to the application for acceptance and use of State funds for this project, including the following:

- M.S., sec. 124.273, subd. 5. "A district which applies for aid pursuant to this section shall maintain records which support the information contained in all of its applications." Such records shall include:

  a. Home Language Census primary language information for each LEP student served;

  b. Language proficiency/achievement test results for each LEP student served, as well as the district's average scores by grade level on such tests;

  c. For each Bilingual Education/ESL teacher for whom partial salary reimbursement is requested, his or her:

     1. License file folder number;
     2. Classroom and preparation time devoted to Bilingual Education/ESL, and
     3. Bilingual Education/ESL training dates and subject material.

- M.S., sec. 124.273, subd. 5 further states: "A district which receives aid pursuant to this section shall keep such additional records in the manner prescribed by the commissioner as the commissioner deems necessary to ensure that an educational program for limited English proficient students is implemented and operated in accordance with M.S., secs. 126.261 to 126.269." Such records shall include:

  a. Bilingual Education/ESL program information including:

     1. Program model;
     2. Instructional materials used;
     3. Class size;
     4. Instructional time per student per day;
     5. Travel time of students and/or teachers, and
     6. Services offered to participating LEP students by other programs, such as Chapter 1;

  b. Participating LEP student information, including:

     1. Date of enrollment in program for LEP students;
     2. Previous educational experience of LEP students;
     3. School attendance data;
     4. Periodic language proficiency and academic achievement assessments, and

  c. Testing information, including:

     1. Name and edition of test;
     2. Level of test administered to each LEP student;
     3. Dates of test administration, and
     4. Pre-test/post-test time interval;

  d. An assurance that the partial salary reimbursement requested in this application is not also reimbursed through another State or Federal source.

- **M.S., sec. 126.262, subd. 3, Essential Instructional Personnel. For school year 1990-91, districts may request reimbursement for the following: (a) a licensed ESL or Bilingual Education classroom teacher; (b) a classroom teacher for whom a provisional license has been approved; (c) a person for whom a limited permit has been issued; and (d) in the absence of (a) or (b) a classroom teacher for whom a personnel variance has been approved and who will obtain the in-service required by the MDE. For school year 1990-91 the MDE is requiring 18 contact hours of training for <u>new teachers only</u>.**

- M.S., sec. 126.264, subd. 1. "No later than 10 days after the enrollment of any student in an instructional program for limited English proficient students, the school district in which the student resides shall notify the parent or guardian by mail. This notice shall:

  "a. Be in writing in English and in the primary language of the student's parents;

  "b. Inform the parents that their child has been enrolled in an instructional program for limited English proficient students;

  "c. Contain a simple, nontechnical description of the purposes, method and content of the program;

  "d. Inform the parents that they have the right to visit the educational program for limited English proficient students in which their child is enrolled;

  "e. Inform the parents of the time and manner in which to request and receive a conference for the purpose of explaining the nature and purpose of the program, and

  "f. Inform the parents of their rights to withdraw their child from an educational program for limited English proficient students and the time and manner in which to do so."

- M.S., sec. 126.264, subd. 3. "A district which receives monies pursuant to M.S., sec. 124.263 shall encourage involvement of parents of students enrolled in the educational program for limited English proficient students in this program. The district shall solicit the views of parents about the program and its effects upon their children."

- M.S., sec. 126.265. "A district which receives aid pursuant to M.S., sec. 124.273 shall comply with the following program requirements:

  "a. To the extent possible, the district shall avoid isolating students of limited English proficiency for a substantial part of the school day, and

  "b. In predominantly nonverbal subjects, such as art, music, and physical education, students of limited English proficiency shall be permitted to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the school district shall assure to students enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other students in all extracurricular activities."

Signature - School Board - Responsibility Authority

Date

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APPENDIX C

Contact Information for Resources

Minnesota Department of Education Offices

Agencies/Organizations	Available Information/Services
LEP Education Unit 801 Capitol Square Building St. Paul, MN 55101 Tel: (612) 296-1060	Samples of instructional materials Informational brochures & articles Technical assistance Inservice training Conferences and workshops
Migrant Education Unit 875 Capitol Square Building St. Paul, MN 55101 Tel: (612) 296-0324	Informational brochures & articles Technical assistance Inservice training Workshops
Office of Personnel Licensing 610 Capitol Square Building 550 Cedar Street St. Paul, MN 55101 Tel: (612) 296–2046	Forms to apply for License, Personnel variance, and Limited permit

Other Minnesota Resources

Agencies/Organizations	Available Information/Services
MinneTESOL (MN Teachers of English to Speakers of Other Languages) P.O. Box 14694 Minneapolis, MN 55414	Collection of instructional materials at Hamline University Library Professional support Conferences and meetings Newsletter and journal
MN Migrant Education Resource Center 70 West County Road B2 Little Canada, MN 55117 Tel: (612) 483–4506	Collection of instructional materials Workshops

Other Resources

Agencies/Organizations	Available Information/Services
Upper Great Lakes Multifunctional Resource Center (Title VII) University of Wisconsin Center for Educational Research 1025 West Johnson Street Madison, WI 53706 Tel: (608) 263–4220	Technical assistance Inservice training Workshops and institutes

Agencies/Organizations	Available Information/Services
Evaluation Assistance Center – East (Title VII) Georgetown University 1916 Wilson Blvd., Room 302 Arlington, VA 22201 1–800–626–5443	Technical assistance Inservice training Workshops
Program for Educational Opportunity University of Michigan 1033 School of Education Ann Arbor, MI 48109–1259 Tel: (313) 763–9910	Technical assistance Inservice training
Center for Applied Linguistics 1118 22nd Street, N.W. Washington, D.C. 20037 Tel: (202) 429–9292	Informational materials on Southeast Asian Refugees

APPENDIX D

ESL and Bilingual Education Licensure Requirements

PERSONNEL LICENSING AND PLACEMENT
616 CAPITOL SQUARE BUILDING - 550 CEDAR
ST. PAUL, MN 55101
(612) 296-2046

8700.5310 **TEACHERS OF ENGLISH AS A SECOND LANGUAGE.**

Subpart 1. **Definition.** For purposes of this part, English as a second language is defined as the discipline which instructs students of limited English proficiency, whose first language is not English, in the four skills areas in English: listening, speaking, reading, and writing.

Subpart 2. **Licensure requirements.** All candidates recommended for licensure to teach English as a second language in grades kindergarten to 12 shall:

A. Hold a baccalaureate degree.

B. Satisfactorily complete a minimum of two years of college-level, or four years of high school-level foreign language, or equivalent experience in learning another language and interacting with another culture as verified by the recommending institution.

C. Satisfactorily complete a professional education preparation program for teachers of English as a second language, approved by the Board of Teaching, consisting of a minimum of 27 quarter hours, or the equivalent. The student teaching component must consist of full school day experiences for one academic quarter, or its equivalent, which includes both elementary and secondary education levels with students of limited English proficiency.

D. Satisfactorily complete an English as a second language teacher preparation program, approved by the Board of Teaching, consisting of a minimum of 36 quarter hours, or the equivalent.

Subpart 3. **Program requirements.** Each program leading to the licensure of teachers of English as a second language in grades kindergarten to 12 shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. linguistics:

1. the nature of language;

2. organizational principles of language (phonology, morphology, syntax, semantics);

3. major models of linguistic analysis;

4. writing systems; and

5. principles of language change and development of language families;

B. English language:

1. varieties of English (dialectal, historical, written, spoken, register);

2. structure and usage of standard English (phonology, morphology, syntax, semantics); and

3. a contrastive analysis of English with another language including reference to a non-Indo-European language;

C. psycholinguistics:

1. learning theories;

2. first and second language acquisition processes at various age levels; and

3. attitudinal and motivational factors as they relate to individual learning styles;

D. sociolinguistics:

1. basic sociocultural variables in language use and language learning;

2. types of bilingual and multilingual educational situations; and

3. social determiners of dialect and style;

E. language and culture:

1. the relationship between language and culture;

2. the skills and tools of cultural analysis;

3. American historical development and contemporary American cultural patterns and values;

4. crosscultural patterns and values of the second language learner; and

5. problems of intercultural communications as they relate to language teaching;

F. teaching of reading for students of limited English proficiency:

1. prereading skills;

2. reading theories;

3. the relationship between oral and written language;

4. correction of reading difficulties;

5. reading skills for special purposes;

6. techniques and approaches for elementary and secondary students; and

7. selection, development, and adaptation of appropriate materials.

Subpart 4. **Applications for program approval.** An institution applying to the Board of Teaching for approval of an English as a second language teacher preparation program shall meet the provisions of part 8700.7700. All approved programs leading the the licensure of teachers of English as a second language shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subparts 2 and 3, evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of English as a second language. The evaluation shall include previous teaching experience and previous teacher preparation.

Subpart 5. **Continuing licensure.** The continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subpart 6. **Provisional licensure.** Requirements for provisional licensure are as follows:

A. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

1. completion of a baccalaureate or higher degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

2. completion of one year of teaching experience as a teacher of English as a second language as verified by the employing school official.

B. Provisional licensure granted in accordance with the criteria established in item A shall be renewed for one two-year period upon submission of evidence of completion of nine quarter hours of college credit in addition to the requirements of item A, subitem (1) in the areas enumerated in subpart 2, item C or subpart 3, items A to F.

C. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

1. completion of a baccalaureate or higher degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

2. completion of nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of English as a second language. Previous teaching experience and previous teacher preparation evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of English as a Second language in accordance with subpart 4 shall be applied toward this credit hour requirement.

Successive two-year renewals of provisional licensure granted in accordance with the criteria established in item C shall be issued to applicants who provide evidence of completion of an additional nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of English as a second language.

Subpart 7. **Effective dates.** Subparts 1 to 5 are effective July 1, 1987, for all applicants for entrance licensure to teach English as a second language.

Subpart 6, items A and B shall remain in effect until June 30, 1987, at which time these provisions are repealed without further action by the Board of Teaching.

MS s 125.05 subd 1; 125.185 subd 4

8 SR 244

PERSONNEL LICENSING AND PLACEMENT
616 CAPITOL SQUARE BUILDING - 550 CEDAR
ST. PAUL, MN 55101
(612) 296-2046

8700.5311 **TEACHERS OF BILINGUAL/BICULTURAL EDUCATION.**

Subpart 1. **Definition.** Bilingual/bicultural education is a program of instruction in English and another language in which the two languages are used as media of instruction for any or all of the regular school curriculum. The study of the languages as subject matter when necessary and appropriate to the program and the study of the history and culture associated with both language groups are integral parts of bilingual /bicultural education.

Subpart 2. **Licensure requirements.** All candidates recommended for licensure to teach bilingual/bicultural education in grades kindergarten to 12 shall:

A. hold a baccalaureate degree;

B. hold a valid Minnesota license as an elementary or secondary classroom teacher;

C. meet the following requirements in language proficiency in both English and another language:

1. ability to speak both languages with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, including discussing particular interests and special fields of competence with reasonable ease, comprehending for a normal rate of speech utilizing a reasonably broad vocabulary, demonstrating appropriate use of grammar and speaking so the errors never interfere with understanding and rarely disturb the native speaker; and

2. ability to read and understand standard newspaper items addressed to the general reader, routine correspondence and reports and technical material, demonstrating only occasional difficulty with unusually complex structures and low-frequency idioms; and

D. satisfactorily complete a bilingual/bicultural education teacher preparation program, approved by the Board of Teaching, consisting of a minimum of 24 quarter hours, or the equivalent.

Subpart 3. **Program requirements.** Each program leading to the licensure of teachers of bilingual/bicultural education in grades kindergarten to 12 shall provide candidates recommended for licensure with knowledge, skills, and understandings in all of the following:

A. theoretical foundations of bilingual/bicultural education including rationale, historical precedents, and current issues;

B. basic linguistic competencies, including principles of language as they relate to bilingualism, theories of first and second language learning, relationship of language and culture, and effects of two or more languages in contact;

C. teaching of reading for students of limited English proficiency;

D. culture, artistic expression, and history with respect to specific languages and cultures;

E. bilingual/bicultural education curriculum, and instructional methods and techniques, including the effects of culture on teaching and learning;

F. selection and administration of appropriate assessment instruments, and recognition of possible linguistic and cultural biases of instruments and procedures;

G. parental and community involvement in the bilingual/bicultural instructional program;

H. teaching experiences in a bilingual/bicultural education setting which includes experiences at both elementary and secondary levels.

Subpart 4. **Applications for program approval.** An institution applying to the Board of Teaching for approval of a bilingual/bicultural teacher preparation program shall meet the requirements of part 8700.7700. All approved programs leading to the licensure of teachers of bilingual/bicultural education shall include a description of the way in which practicing teachers may have their teaching experience and teacher preparation in those areas enumerated in subparts 2 and 3 evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of bilingual/bicultural education. The evaluation shall include previous teaching experience and previous teacher preparation.

Subpart 5. **Continuing licensure.** The continuing licensure shall be issued and renewed according to rules of the Board of Teaching governing continuing education/relicensure.

Subpart 6. **Provisional licensure.** Requirements for provisional licensure are as follows:

A. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

1. completion of a baccalaureate degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

2. completion of one year of teaching experience in a bilingual/bicultural setting, as verified by the employing school official.

B. Provisional licensure granted in accordance with the criteria established in item A shall be renewed for one two-year period upon submission of evidence of completion of nine quarter hours of college credit in the areas enumerated in subpart 2, item B or subpart 3, items A to H. Applicants holding a valid Minnesota classroom teaching license shall complete the required nine quarter hours of college credit in subpart 3, item A to H only.

C. A provisional license, valid for two years, shall be issued to applicants upon submission of evidence of:

1. completion of a baccalaureate degree from a college or university which is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools; and

2. completion of nine quarter hours of college credit in a bilingual/bicultural education program which has been approved by the Board of Teaching.

Previous teaching experience and previous teacher preparation evaluated and credited by an institution maintaining an approved program leading to the licensure of teachers of bilingual/bicultural education in accordance with subpart 4 shall be applied toward this credit hour requirement.

Those applicants who do not hold a valid Minnesota elementary or secondary classroom teaching license in accordance with subpart 2, item B may elect to complete a part or all of the required nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of elementary or secondary classroom teachers.

D. Successive two-year renewals of provisional licensure granted in accordance with the criteria established in item C shall be issued to applicants who provide evidence of completion of an additional nine quarter hours of college credit in a program approved by the Board of Teaching leading to the licensure of teachers of bilingual/bicultural education.

Subpart 7. **Effective dates.** Subpart 1 to 5 are effective July 1, 1987, for all applicants for entrance licensure to teach bilingual/bicultural education.

Subpart 6, items A and B shall remain in effect until June 30, 1987, at which time these provisions shall be repealed without further action by the Board of Teaching.

MS s 125.05 subd 1; 125.185 subd 4

8 SR 244

APPENDIX E

Approved Licensure Programs

December 1990

Approved Licensure Programs and Contacts

English as a Second Language

Hamline University	Ann DeMuth Graduate and Continuing Studies ESL Licensure Program Hamline University Hewitt and Snelling Ave. St. Paul, MN 55104	612/641–2900
Macalester College	Ruthanne Kurth–Schai Department of Education Macalester College 1600 Grand Avenue St. Paul, MN 55105	612/696–6035
Moorhead State University (Note: Currently accepting no new ESL licensure students)	Sandra Gordon Department of Education Moorhead State University Moorhead, MN 56560	218/236–3580
St. Olaf College (Note: Most of the coursework is offered in Chicago)	Myron Solid, Chair Department of Education St. Olaf College Northfield, MN 55057	507/663–3245
University of Minnesota	Connie Walker Dept. of Curriculum & Instruction University of Minnesota 159 Pillsbury Drive S.E. Minneapolis, MN 55455	612/625–4828
University of Minnesota-Duluth	Terrie Shannon College of Education and Human Services Professions 125 Bohannon Hall University of Minnesota–Duluth Duluth, MN 55812	218/726–7191

Bilingual Education

Hamline University	Ann DeMuth Graduate and Continuing Studies Hamline University Hewitt and Snelling Ave. St. Paul, MN 55105	612/641–2900
College of St. Scholastica	George Lokken Ojibwe Bilingual Ed. Program College of St. Scholastica 1200 Kenwood Duluth, MN 55812	218/723–6181
University of Minnesota	Connie Walker Dept. of Curriculum & Instruction University of Minnesota 159 Pillsbury Drive S.E. Minneapolis, MN 55455	612/625–4828

APPENDIX F

Sample Application Forms for Provisional Licensure, Personnel Variance, and Limited Permit

Minnesota Department of Education	Personnel Licensing & Placement 616 Capitol Square - 550 Cedar St. Paul, MN 55101 Phone: (612) 296-2046	ENDORSEMENT APPLICATION	ED-00252-06

1. FILE FOLDER NO.
If you hold a Minnesota education license enter the number below.

INSTRUCTIONS: PRINT or TYPE using BLACK ink. Please use CAPITAL letters in item number 2. Complete all applicable items on both sides of this application, sign, and return with all required attachments to the above address. NOTE: Be sure to attach the required processing fee.

STATE USE ONLY
REGISTER NUMBER

2. IDENTIFICATION

NOTE: It is not mandatory to provide your Social Security Number. Failure to do so may result in misidentification or delay in application processing, but it will not result in endorsement denial.

Last Name	First Name	M. I.	Street Address

City	State	Zip Code	Sex (M or F)	Social Security Number	Birthdate (Mo, Date, Yr)

3. ENDORSEMENT TYPE

Check the appropriate box(es) in A or B below.

A. The following areas require an official transcript of credits earned from the college where education was completed.

- ☐ DIRECTOR OF (specify): _____
- ☐ SUPERVISOR OF (specify): _____
- ☐ AUDIO VISUAL (check one): ☐ Director ☐ Coordinator
- ☐ DRIVER'S EDUCATION
- ☐ PUBLIC SCHOOL NURSE — Minnesota R. N. Number: _____ / Minnesota Certified Public Health Nurse Number: _____
- ☐ OTHER (specify): _____

B. The following areas require verification by the licensure of[illegible]he college where education was completed, and an official transcript [illegible].

- ☐ MINOR to MAJOR (specify subject area): _____
- ☐ ADDITION OF ANOTHER FIELD (specify Minor or [illegible] subject area)
  - ☐ MINOR ☐ MAJOR → Subject Area: _____
- ☐ COACHING
- ☐ SCHOOL PSYCHOLOGIST
- ☐ ENGLISH AS A SECOND LANGUAGE
- ☐ BILINGUAL EDUCATION
- ☐ SCHOOL SOCIAL WORKER (specify level): ☐ LEVEL I ☐ LEVEL II
- ☐ ADMINISTRATOR (check as applicable): ☐ Elementary Principal ☐ Secondary Principal ☐ Superintendent ☐ School Business Officer
- ☐ READING (check as applicable): ☐ Elementary Remedial ☐ Secondary Remedial ☐ Secondary Developmental ☐ Reading Consultant

SAMPLE

4. SPECIAL EDUCATION *

- ☐ VISUALLY HANDICAPPED
- ☐ E M R
- ☐ PHYSICALLY HANDICAPPED
- ☐ EMOTIONALLY DISTURBED
- ☐ HEARING IMPAIRED
- ☐ T M R
- ☐ SPEECH CORRECTION
- ☐ LEARNING DISABLED
- ☐ DEVELOPMENTAL / ADAPTED PHY ED
- ☐ SPEC ED / EARLY CHILDHOOD

5. PROVISIONAL *

NOTE: Item number 11 on the reverse side MUST be completed if a provisional endorsement is being applied for.

- ☐ VISUALLY HANDICAPPED
- ☐ E M R
- ☐ HEARING IMPAIRED
- ☐ T M R
- ☐ SCHOOL PSYCHOLOGIST
- ☐ ENGLISH AS A SECOND LANGUAGE
- ☐ BILINGUAL EDUCATION
- ☐ DEVELOPMENTAL / ADAPTED PHY ED
- ☐ SPEC ED / EARLY CHILDHOOD

* Special Education Endorsements and Provisionals require verification by the licensure officer of the college where education was completed, and an official transcript of credits.

6. REQUIREMENTS COMPLETION VERIFICATION

I hereby verify that the applicant has completed the requirements for the endorsement requested above.

Name of Institution _____ Location _____ Signature of Licensure Officer _____ Date _____

→ APPLICANT: Do not write below this line. To continue, please turn page over and begin with item 6. →

Initials	STUDENT LEVEL	SCOPE	FUNCTION	EXPIRATION YEAR	RENEWAL CODES	STUDENT LEVEL	SCOPE	FUNCTION	EXPIRATION YEAR	RENEWAL CODES

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7. EXPERIENCE

Indicate only teaching and/or administrative - supervisory experience by school year. Latest experience must be verified by the school official (see item 9). Attach another page if necessary.

SUBJECT / ACTIVITY DESCRIPTION	NAME OF SCHOOL	CITY AND STATE	SCHOOL YEAR
			19 - 19
			19 - 19
			19 - 19
			19 - 19
			19 - 19

8. PAYMENT OF PROCESSING FEE

I am attaching a ☐ Check ☐ Money Order for $40 payable to the Commissioner of Education in payment of the fee required for processing this application. I understand that this is a non-refundable processing fee, subject to forfeiture 90 days after submission if complete credentials are not received or requirements cannot be met.

9. APPLICANT VERIFICATION OF INFORMATION

I hereby verify that the information provided on this application is true and correct to the best of my knowledge.

_____ _____
Signature - Applicant Date

SAMPLE

10. SCHOOL OFFICIAL VERIFICATION OF APPLICANT'S LATEST WORK EXPERIENCE

I hereby verify that the applicant has successfully taught or provided administrative - supervisory services in the school system identified below during the following time periods:

Full Time for _____ Months during 19___ to 19____. Name of School: _____

Part Time for _____ Months during 19___ to 19____. City and State: _____

Substitute or Homebound for _____ Days during 19___ to 19____.

_____ _____
Signature - School Official Date

11. REQUEST FOR ISSUANCE OF PROVISIONAL LICENSE

This statement verifies that reasonable recruitment efforts have been made, and that no fully licensed individual is available to fill the existing vacancy in the field of _____

for (school district name and number) _____. A request is therefore submitted for (name of applicant) _____ as permissible under Board of Teaching rules.

I understand the rules for completion of remaining requirements.

_____ _____
Signature - Superintendent or Responsible Authority Date

Minnesota Department of Education	Personnel Licensing Section 616 Capitol Square - 550 Cedar St. Paul, MN 55101	REQUEST FOR PERSONNEL LICENSURE VARIANCE	ED-00330-07

GENERAL INFORMATION AND INSTRUCTIONS: Minnesota Statute 125.04 defines a qualified teacher as holding a valid Minnesota license to perform the particular services for which he/she is employed in a public school. This form must be submitted when a district proposes to employ a teacher who does not hold the appropriate license for the programs in which he/she is teaching. Complete a separate form for each teacher for which a request is being made.

This form must be completed (please type) and mailed to the address on the top of this form.

IDENTIFICATION INFORMATION

EMPLOYING DISTRICT

District Name | District Number

Mailing Address | City | Zip Code

Name of Person Responsible for Completing this Request | Title | Telephone (Include Area Code)

EMPLOYEE AND SUPERVISOR INFORMATION

Employee's Name (Last, First, M.I.) | File Folder No. | Variance Requested: From: Mo. Day Year To: Mo. Day Year

Supervisor's Name | Title | Area of Training/Supervision Licensure | File Folder No.

FUNCTION

Application is hereby being made for the above school district to receive approval to hire the above named unlicensed teacher to teach in the following area (check only one).

- ☐ Developmental Adapted Phy. Ed.
- ☐ Special Education/ Early Childhood
- ☐ Emotional / Behavioral Disorder
- ☐ Hearing Impaired
- ☐ Learning Disabled
- ☐ Mildly Mentally Handicapped (EMR)
- ☐ Physically Handicapped (PH)
- ☐ Severely / Profoundly Mental Handicapped (TMR)
- ☐ Spe[illegible]uage Impaired
- ☐ [illegible]Handicapped
- ☐ English as a Second Language
- ☐ Bilingual Education

SAMPLE

REQUEST INF[illegible]TION

1. List all subjects/grades for which the above na[illegible]her holds a valid Minnesota teacher's license. Include expiration date for each.

Student Level	Scope	Description	Expiration Date

2. Has the employing district previously requested a personnel variance for this teacher?
   - ☐ YES → If "YES," please give the position and the date of the request
   - ☐ NO Position: _____ Request Date: _____

3. Provide previous teaching experience as requested below (attach additional sheet if necessary):

Assignment	Student Level	Beginning Date	Ending Date	Location (City, State)

4. Is the teacher named above currently enrolled in an approved program which will enable him/her to attain the appropriate license?
   - ☐ YES → If "YES," please provide the following
   - ☐ NO Name of College/Univ.: _____ No. Credits Earned in Area to Date: _____

5. Why is there a need to hire a person for this position at this time?

BEST COPY AVAILABLE

→ COMPLETE AND SIGN REVERSE SIDE

6. Prior to considering the above named person, your district made the following documented attempts to hire a teacher licensed in the area.

A. List the placement bureaus and other advertising methods used (include dates and locations):

B. The number of applicants for the position was _____.

C. The number of applicants who were licensed in this area was _____.

D. The reason the applicants included in item 6C (above) were not hired was:

SAMPLE

VERIFICATION

I hereby verify that the information provided on this request is true and correct.

Dist. Supt. Name (Please print or type)	Signature - Superintendent of District	Date

▶ NOTE: If approved, a copy of this request will be returned to the Employing District. ◀

STATE REVIEW/ACTION TAKEN

The above is in violation of Minnesota Statute 125.04. However, your request to hire _____ to teach _____ is approved until _____, at which time a licensed person must be employed. If this correction is not made by the specified date, special state aids may be withheld. This request may be extended by reapplication (Form ED-00330) to the Commissioner if there are reasonable grounds.

Commissioner of Education or Responsible Authority	Date

Department of Education
Personnel Licensing & Placement
616 Capitol Square - 550 Cedar
St. Paul, Minnesota 55101

LIMITED PERMIT APPLICATION

ED-00253-04

Please Type or Print Clearly

DO NOT USE THIS SPACE ACCOUNTING
REGISTER NUMBER

1. FILE FOLDER NO.

2. TYPE OF APPLICATION

- ☐ Teacher Intern
- ☐ Regulsr Teacher
- ☐ Casual Substitute or Homebound
- ☐ Renewal
- ☐ Original

It is not mandatory to provide your social security number. Failure to do so may result in misidentification, but will not result in denial of a license.

3. SOCIAL SECURITY NO.	4. LAST NAME	5. GIVEN NAME	6. Middle Initial	7. MAIDEN NAME	Sex 8. M or F	Year of 9. Birth	CARD TYPE
							09

10. STREET ADDRESS	11. CITY AND STATE	12. ZIP CODE	CARD TYPE
			20

13. APPLICATION IS HEREBY MADE FOR A LIMITED PERMIT ☐ TO TEACH AS INTERN ☐

SUBJECT	DEPARTMENT or GRADE	CITY	SCHOOL YEAR 19	19

14. EDUCATION

TYPE OF SCHOOL	NAME OF SCHOOL CITY AND STATE	COURSE	DATE OF GRADUATION	DIPLOMA DEGREE
NORMAL SCHOOL				
COLLEGE or UNIVERSITY				
SPECIAL SCHOOL				
GRADUATE SCHOOL				

SAMPLE

THIS APPLICATION MUST BE ACCOMPANIED BY AN OFFICIAL TRANSCRIPT OF ALL COLLEGE CREDITS EARNED OR IN CASE OF RENEWAL. CREDITS EARNED SINCE LAST PERMIT WAS ISSUED. ADDITIONAL CREDITS MUST BE APPLICABLE ON AN APPROVED TEACHER EDUCATION PROGRAM (SEE NO. 20)

15 I am attaching a [☐ Check ☐ Money Order] for $40.00 in payment of the fee required for processing this application. (This is a processing fee and is not refundable.) (Make payable to "Commissioner of Education".)

Date _____ Signed _____
Signature of Applicant

APPLICANT: Do not write below double line on this page. To continue, turn page over and begin at item 16.

– FOR PERSONNEL LICENSING & PLACEMENT SECTION USE ONLY –

Position Title	Level of Student	Level of Licensure	Subject/Activity Code	Year of Expir.
		0		
		0		
		0		
		0		
		0		

30

16. **EXPERIENCE*: (Begin with latest. Do not include student teaching)**

POSITION, GRADE or SUBJECT	NAME OF SCHOOL	CITY AND STATE	SCHOOL YEAR 19__	SCHOOL YEAR 19__

**Teaching/Administrative experience must be verified by school official where you are now teaching or last taught. (See Item 17)*

IMPORTANT No Limited Permit Application Blanks Will Be Accepted Until August 1 of the Year Application is Made

APPLICANT: Do not write below double line. Have school official fill in below.

17. **VERIFICATION OF EXPERIENCE BY SCHOOL OFFICIAL**

I hereby certify that this applicant has taught in this school system

Full Time	for _____ months	during	19____ to 19____
Half Time	for _____ days/months	during	19____ to 19____
Substitute or Homebound	for _____ days/months	during	19____ to 19____

_____ _____ _____
Name of School and State

_____ Signed _____
Date Superintendent of Schools

SAMPLE

18. **There being no legally qualified teacher available, I request that the a granted a Limited Permit to teach/administer in the subjects/areas listed under Item 13 of this application form.**

_____ _____ Signed _____
Date City and State Superintendent of Schools

19. **I hereby certify that** _____ **has been accepted in the elementary teacher education program of this college.**
(Name of applicant) **secondary (indicate which)**

Signed _____ **Official Position** _____
Name of college _____ **Date** _____

• • • • • • • • • • • • •

20. **I hereby certify that the courses completed by** _____ **in** _____ **apply on the elementary teacher education program of this college** **secondary (indicate which)**

Signed _____ **Official Position** _____
Name of college _____ **Date** _____

21. **I request/recommend that the applicant be granted an Intern License to teach in the subject/areas listed under Item 13.**

_____ **Signed** _____ **Signed** _____
Date Supt. of Schools College Official Title

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APPENDIX G

Copy of the Home Language Questionnaire

Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01336-03

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE

DEAR PARENT OR GUARDIAN: In order to assist school districts to provide an equal opportunity for a meaningful education to all students, Minnesota Statute 120.095 requires that schools count and report the primary languages of their students. "Primary language" is defined as: the language the student learned when he or she first began to talk; the language that usually is spoken in the student's home, or, the language that the student usually speaks. Clearly, you are the person most qualified to provide this important information about your family's usual language. Please take a few minutes to answer the following questions, even if English is the only language usually spoken by members of your family. Your answers will remain confidential.

DIRECTIONS: For each of the following six questions, please mark the box ☒ that shows which answer is the most appropriate one. If the language usually spoken is not already printed next to one of the answer boxes, please check ☒ the box labeled "OTHER", and write the name of the usual language into the space provided. For example, if your child whose name appears at the top of this form normally speaks Japanese at home, you would check the "OTHER" box in answer to Question 2, and would write "JAPANESE" into the space provided.

1. What language did your child speak when he or she first began to talk?
   ☐ English
   ☐ Other: _____

2. What language does your child speak most often at home?
   ☐ English
   ☐ Other: _____

3. What language does your child speak most often with his or her friends?
   ☐ English
   ☐ Other: _____

4. What language do YOU use most often when speaking to your child?
   ☐ English
   ☐ Other: _____

5. What language do YOU use most often when speaking to YOUR friends?
   ☐ English
   ☐ Other: _____

6. What language do other family members in your home usually use when speaking to each other?
   ☐ English
   ☐ Other: _____

SIGNATURE: Please sign the completed Home Language Questionnaire, and have your child return it to his or her teacher.

_____ _____
signature date

Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	Ed-01337-03 German

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

AN DIE ELTERN ODER ERZIEHUNGSBERECHTIGTEN: Um Schulbehörden zu helfen, allen Schülern/Schulerinnen einen gleichberechtigten Anlass zu einer sinnvollen Schulausbildung zu gewahrleisten, ist es nach dem Gesetz (Minnesota Law Nr. 120.095) notwendig, dass Schulbehörden die Hauptsprachen der Schüler/-innen zahlen und berichten. Unter "Hauptsprache" ist zu verstehen: a. die Sprache, die das Kind erlernte, als es zu sprechen anfing; b. die Sprache, die gewöhnlich zu Hause gesprochen wird, oder c. die Sprache, die der Schüler/die Schülerin gewöhnlich spricht. Selbstverstandlich sind Sie am besten in der Lage, diese wichtigen Informationen uber die übliche Sprache Ihrer Familie zu erteilen. Daher bitten wir Sie, diesen Fragebogen sorgfaltig auszufüllen, auch wenn Englisch die einzige Sprache ist, die gewohnlich von Familienangehorigen gesprochen wird. Ihre Antworten werden vertraulich behandelt.

ANWEISUNGEN: Kreuzen Sie bitte Ihre jeweilige Antwort zu jeder der folgenden sechs Fragen im Kastchen [X] an. Falls die Sprache, die gewöhnlich gesprochen wird, hinter keinem Kästchen steht, wählen Sie das Kästchen "Andere Sprache" und geben Sie dahinter die Sprache an. Zum Beispiel, wenn das Kind, dessen Name oben eingetragen ist, normalerweise zu Hause Japanisch spricht, würden Sie in Frage Nr. 2 das Kästchen "Andere Sprache" ankreuzen und das Wort "Japanisch" in die zur Verfügung stehende Lucke einfüllen.

1. Welche Sprache sprach Ihr Kind, als es zu sprechen anfing?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

2. Welche Sprache spricht Ihr Kind meistens zu Hause?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

3. Welche Sprache verwendet Ihr Kind meistens im Kreise von Freunden?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

4. Welche Sprache gebrauchen Sie meistens, wenn Sie sich mit Ihrem Kind unterhalten?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

5. Welche Sprache sprechen Sie meistens bei einer Unterhaltung mit Ihren Freunden?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

6. Welche Sprache sprechen andere Familienangehörigen meistens unter sich zu Hause?
   - [17] Deutsch
   - [11] Englisch
   - [ ] Andere Sprache: _____

UNTERSCHRIFT: Unterschreiben Sie, bitte, diesen ausgefüllten Fragebogen und bitten Sie Ihr Kind, ihn an den Klassenlehrer/die Klassenlehrerin zurückzubringen.

Unterschrift _____ Datum _____

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Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01338-03 Spanish

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

ESTIMADO PADRE O GUARDIAN DE FAMILIA: Para ayudar a los distritos escolares en conferir a todos sus estudiantes una oportunidad igual para una educación apropriada, la ley de Minnesota 120.095 exige que las escuelas cuenten y reporten al Estado las idiomas primarias de los estudiantes. El "idioma primaria" se define como: el idioma que habló el estudiante cuando primeramente aprendió a hablar; el idioma que usualmente se habla en la casa del estudiante, ó, el idioma que el estudiante de por sí habla usualmente. Como usted es la persona que mejor conoce a su familia y al idioma usual de ella le solicitamos unos minutos de su tiempo para contestar las siguientes preguntas. Las respuestas individuales serán confidenciales.

DIRECCIONES: Para cada uno de las siguientes seis preguntas, ponga una "x" en el cuadro que indica la respuesta más apropriada. Si el idioma que usualmente se habla no está impreso a la par de uno de los cuadros, ponga la "x" en el cuadro marcado "Otro" y escriba sobre la línea a la par del cuadro el nombre del idioma usual. Por ejemplo, si su hijo nombrado arriba fuese a hablar el japonés normalmente en casa, marcaría Ud. el cuadro "Otro" para contestar la preguna No. 2, y escribiría "japonés" sobre la línea.

1. ¿Qué idioma habló su hijo ó hija cuando primero aprendió a hablar?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

2. Cuando está en casa, ¿qué idioma habla su hijo ó hija con más frecuencia?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

3. ¿Qué idioma habla su hijo ó hija más amenudo cuando habla con los amigos?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

4. ¿Qué idioma habla usted normalmente con su hijo ó hija?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

5. ¿En qué idioma habla usted con más frecuencia con los amigos de usted?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

6. ¿Qué idioma hablan con más frecuencia los otros familiares en su casa, uno con otro?
   - [45] Español
   - [11] Inglés
   - [ ] Otro: _____

SUBSCRIPCION: Haga el favor de firmar este Censo de Idiomas cuando lo haya contestado, y envíelo con su hijo o hija a la escuela.

_____ firma

_____ fecha

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Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01339-03 Vietnamese

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

KÍNH GỬI QUI-VỊ PHỤ-HUYNH HOẶC QUÍ-VỊ BẢO-LÃNH: Nhằm mục đích giúp đỡ các khu học-chánh cung-ứng một nền giáo dục đồng đều và đầy đủ ý-nghĩa cho các em học sinh, luật tiểu-bang số 120.095 qui-định rằng các trường học phải lấm thông-kê và phúc trình những ngôn-ngữ me đẻ của học sinh. "Ngôn-ngữ me đẻ" được định-nghĩa là: a Ngôn-ngữ mà con em qui-vị nói Khi chúng bắt đầu học nói, hoặc b-là ngôn-ngữ thường dùng hàng ngày trong gia đình, hoặc c-là ngôn-ngữ mà học sinh thường hay nói nhiều nhất. Hẳn nhiên qui-vị phụ-huynh là người có đủ thẩm quyền nhất trong việc phổ biến những ngôn ngữ thường dùng trong gia đình của mình. Xin qui-vị vui lòng dành chút ít thì-giờ để trả-lời những câu-hỏi dưới đây, cho dù Anh-Ngữ là ngôn-ngữ duy-nhất đi chăng nữa. Tất cả các câu trả-lời của qui-vị được tuyệt-đối bảo-mật.

LỐI CHỈ-DẪN: Trong mỗi câu-hỏi dưới đây, quí vị đánh dấu "X" vào ô trả-lời thích-hợp nhất. Ngu ngôn-ngữ thường dùng không có ở câu trả-lời, quí vị hãy đánh dấu "X" vào ô "ngôn-ngữ khác" và điền tên ngôn-ngữ đó vào chỗ trống kế bên. Thí-dụ trẻ Nam thường nói tiếng Nhật trong gia-đình hàng ngày, quí vị sẽ đánh dấu "X" vào ô ngôn-ngữ Khác để trả-lời câu-hỏi thứ 2, sau đó viết chữ Tiếng Nhật vào chỗ trống kế bên.

1. Ngôn-ngữ nào con em qui-vị nói khi chúng bắt-đầu mới học nói?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

2. Ngôn-ngữ nào con em qui-vị thường nói khi trò-chuyện với mọi người trong gia-đình?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

3. Ngôn-ngữ nào con em qui-vị thường nói khi trò-chuyện cùng bạn bè của chúng?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

4. Ngôn-ngữ nào qui-vị thường nói khi trò-chuyện cùng với con em qui-vị?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

5. Ngôn-ngữ nào qui-vị thường nói khi trò chuyện cùng với bạn-bè của qui-vị?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

6. Ngôn-ngữ nào những người khác trong gia-đình qui-vị thường nói khi trò chuyện với nhau?
   - [51] Việt-ngữ
   - [11] Anh ngữ
   - [ ] Ngôn-ngữ khác: _____

CHỮ-KÝ: Sau khi trả-lời xong những câu hỏi trên xin qui-vị vui lòng ký-tên vào bản phỏng-vấn, rồi đưa cho con em nộp lại cho nhà trường. Xin cảm tạ qui vị.

Chữ Ký của Phụ-huynh hoặc người bảo-lãnh _____ Tháng-Ngày-năm _____

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STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

ธงนัม ซิ ผู้ปักคอวันกธงน : ผมอจอบตอ้อไอวธงนต้องวันมสามาถเบิกไอภาถไต้นักธงนทุกถินมิสิกธเมิมายไถธำธงนยำวเม้วัมใจ ทิกตมายลักมิมิใจถา ถ้อวภามไต้ไอวธงนถับยันชิ ผละถายวามกู่องกับมาษาต้ำธอวันกธงน. มาษาต้ำถิ: ก).มาษาต้นักธงนยิวายเม้ลมถินปากต้ำอิก. ธ). มาษาซิใจเบันปักถิผู้ยามธอวันกธงน ตอ ค). มาษาต้นักธงนปากเบันปักถิ. ผมยอนถ้อวผมต่ามเต้ำนต้ำสามาถกอนซูมจะจอยไต้รู้เรื่องวัสำกู่องกับมาษาซิใจ ปะจำผู้ยามธอวต่าม. ทะลุมาจิ้วผละเวลาอันมิถ่ามธอวต่ามตอยถ่ามถ้ำไปัน ถวิผมบอามาษาอิวิกิถจะเบันมาษากู่องซิใจผู้ไปลอยถิวธอวต่ามทิกาม. ถ่ามตอยธอวต่ามจะถิเบันตอามอัย.

ถำผะนำ: สำอับแถอะถำถามอิถ้ำไปัน จิ้วมายถินทาใส่ในรูบอี่ตอล้ม ☒ ผมอจิยอกว่าถำถามยันนิกถ้อว. ถ้าอามาษาซิใจเบันปักถิย่ำไถธมจำกิถใส่อาวรูบอี่ตอล้ม จิ้วอิถรูบถินทาใส่รูบอี่ตอล้ม☒ ตี่ตมาย " มาษาอื่นว " ผมถวยธมรูมาษาใส่ธอวว่าวัตมายไอ้นนถวย. ถิอย่าวอาลูกธอวต่ามจิ้วมิจู้อาวิยันนธอามาษายี่ปุ่นปู้ยามเบันปะจำต่ามตอยอิถถินทาใส่รูบอี่ตอล้ม☒ ตี่ตมายมาษาอื่นสำอับถำถามถิธอว ผละจิ้วธมมาษา " ยี่ปุ่น " ใส่ธอวว่าวัยน.

๑. ลูกยิ้วายธอวต่ามปากมาษาใถเมื่อธะจ้าถ้ำลมถินปาก? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

๔. ลูกธอวต่ามปากมาษาใถเอ้ยวปู้ยาม? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

๓. ลูกธอวต่ามปากมาษาใถกับเมื่อนยิวิถายธอวธะจ้า? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

๔. ต่ามปากมาษาใถเอ้ยวกับลูกธอวต่ามปู้ยาม? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

๕. ต่ามปากมาษาใถเอ้ยวกับเมื่อนธอวต่าม? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

๖. ธะมาจิกตอบถิธอวต่ามปากมาษาใถเมื่อเอ้าม่ำกับ? ☐ มาษาอาว ☐ มาษาอิวิกิถ ☐ มาษาอื่นว_____

ลายธจ้น: ทะลุมาธจ้นซิ่ใส่กธอ "ใบล้ำธอกกู่องกับมาษาต้ำบ " ผละใต้ลูกต่ามบ้ามาใต้มายตลูปะจำต้ธอวธอวธะจ้า.

ลายธจ้น วันถิ

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STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

ចំណាំ:

សេចក្តីណែនាំ:

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?

ចុងក្រោយ:

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Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01575-02 French

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

CHER PARENT OU TUTEUR: La Loi de Minnesota no. 20.095 exige que les écoles comptent et rapportent les langues maternelles de leurs élèves pour aider les districts scolaires à donner à tous les élèves la même opportunité d'obtenir une éducation significative. "Langue maternelle" est définie comme: la langue que l'élève a appris quand il ou elle a commencé à parler; la langue qu'on parle normalement à la maison de l'élève, ou, la langue que l'élève parle normalement. Evidemment, vous êtes la personne la plus capable de fournir cette information importante au sujet de la langue habituelle de votre famille. Prenez, s'il vour plaît, quelques minutes pour répondre aux questions vuivantes, même si l'anglais est la seule langue que les membres de votre famille parle normalement. Vos résponses demeureront confidentielles.

INSTRUCTIONS: Pour chacunes des six questions suivantes, marquez, s'il vous plaît, le carré avec la réponse la plus appropriée. Si la langue qu'on parle normalement n'est pas déjà imprimée a côte d'une des carrés de résponse marquez, s'il vous plaît, le carré qui est désigné sous la rubrique d'"AUTRE" et écrivez le nom de la langue habituelle dans l'espace fourni. Par exemple, si votre enfant, dont le nom apparaît à la partie supérieure de ce formulaire parle normalement japonais à la maison, vous vous marqueriez le carré "AUTRE" comme la réponse à la question no. 2 et vous écririez "Japonais" dans l'espace fourni.

1. Quelle langue est-ce que votre enfant a parlé quand il ou elle a commencé à parler?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

2. Quelle langue est-ce que votre enfant parle le plus souvent chez vous?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

3. Quelle langue est-ce que votre enfant parle le plus souvent avec ses amis?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

4. Quelle langue utilisez-vous le plus souvent quand vous parlez à votre enfant?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

5. Quelle langue utilisez-vous le plus souvent quand vous parlez à vos amis?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

6. D'habitude, quelle langue est-ce que les autres membres de votre famille utilisent quand ils se parlent, l'un à l'autre?
   - [15] Français
   - [11] Anglais
   - [ ] Autre _____

SIGNATURE: Signez, s'il vous plaît, la questionnaire au sujet de la langue familialle que vous avec rempli, et renvoyez-la avec votre enfant à son instituteur ou son institutrice.

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signature _____ date _____

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Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01576-02 Arabic

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

عزيزي الوالد / ولي الامر من أجل تحسين خدمات المنطقة التعليمية من إتاحة الفرص المناسبة وبه لجميع التلاميذ لأجل تعليم ذو فعاليه قام المجلس بتطبيق ٩٥ - ١٩٨٠ يتطلب من المدارس أن تقوم بحصر وتعريف باللغات الاساسيه التي يلم بها التلاميذ وتسمى باللغه الاساسيه الاولى ١. اللغه التي يتعلمها التلميذ عندما يبدأ الكلام ، ..... ب. اللغه التي يستعمل عادة كوسيلة تخاطب من منزل التلميذ ، ... ج. اللغه التي يتعلمها التلميذ عاده من الكلام ويتبعها التلميذ عادة في المنزل وبهذا تحدد المنطقه التعليمية قدرة على إفادتنا عن اللغه الاكثر إستعمال في المنزل فلو تكرمت أن تستغرق من وقتك دقيقه واحده للجابة على هذه الاسئله حتى لو كانت اللغه الوحيده المستعمله بين افراد اسرتك هي الانجليزيه وتأكد بان اجاباتك ستكون في غايه السريه

توجيهات للاجابه على الاسئله التاليه يرجى كتابه [X] في الخانه التي تشير إلى الاجابه التي تناسبك . إذا لم تكن اللغه التي تستعمل لديكم غير مطروحه في خانه الاجابات لذا يرجى كتابه [X] عند المكان الذي يدل على الاختيارات " مختلف " وكذلك أكتب إسم اللغه التي تختلف عن المكان المخصص لذلك عند إذا كان طفلك الذي إسمه موضح تعليميه يتكلم عاده لغه بالبيت بالمنزل اكثر من لغه بالبيت في المكان المخصص لذلك

١ - ما هي اللغه التي يتكلمها طفلك عندما يبدأ الكلام	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى: _____
٢ - ما هي اللغه التي يتكلمها طفلك عاليا بالمنزل	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى _____
٣ - ما هي اللغه التي يتكلمها طفلك عاليا مع اصدقائه أو أصدقائها	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى _____
٤ - ما هي اللغه التي تستعملها أنت عاليا عند التخاطب والمحادثه مع الطفل	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى _____
٥ - ما هي اللغه التي تستعملها عاليا عند التحدث مع اصدقائك	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى _____
٦ - ما هي اللغه التي يستعملها عادة أفراد الاسرة بمنزلك عند التفاهم مع بعضهم .	[02]	لغه هذه الترجمه
	[11]	الإنجليزيه
	[ ]	أخرى _____

التوقيع الرجاء التوقيع على هذا الاستفتاء الخاص باللغه المستعمله بالمنزل مع إفادتها مع طفلك/طفلتكم لمدرس الفصل

التوقيع _____ التاريخ _____

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STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION		PRIMARY LANGUAGE CODE
DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	

اولیاء محترم: بمنظور تامین شناوی آموزش برای کلیه دانش آموزان، طبق ماده ۱۲۰/۰۹۵ در نظر گرفتن زبان اصلی دانش آموز برای آموز شگاه الزامی میباشد.
منظور از زبان اصلی آنست که
۱- فرزند شما در زبان شروع بتکلم با آن حرف زده است،
۲- فرزند شما معمولاً با آن زبان در محیط خانواده صحبت می کند.
آنچه مسلم است شما بهترین فرد برای آگاه کردن ما از زبان اصلی خود می باشید، لطفاً با اختصاص چند دقیقه ای از وقت خود به سؤالات ذیل پاسخ دهید. (حتی اگر زبان انگلیسی تنها زبان است که افراد خانواده شما با آن صحبت می کنند)
مطمئن باشید که پاسخ های شما محرمانه باقی خواهد ماند.

راهنمائی: با استفاده از علامت X بهترین پاسخ خود را در مقابل سئوالات ذیل مرقوم فرمائید.
چنانچه زبان اصلی شما انگلیسی می باشد در مقابل کلمه نمیره زبان مورد نظر خود را قید نموده و بدینطریق کلیه سؤالات را پاسخ دهید.

۱- در زمان تکلم فرزند شما باچه زبانی شروع به حرف زدن کرد ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

۲- فرزند شما اکثراً باچه زبانی در منزل صحبت می کند ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

۳- فرزند شما اکثراً باچه زبانی با دوستان خود صحبت می کند ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

۴- شما اکثراً باچه زبانی با فرزند خود صحبت می کنید ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

۵- شما اکثراً باچه زبانی با دوستان خود صحبت می کنید ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

۶- افراد خانواده شما معمولاً باچه زبانی با یکدیگر صحبت می کنند ؟
- ☐ فارسی
- ☐ انگلیسی
- ☐ نمیره _____

لطفاً بعد از تکمیل این پرسشنامه آنرا امضاء نموده و توسط فرزند خویش به آموزشگاه ارائه دهید.

_____ _____
تاریخ امضاء

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Minnesota Department of Education	L E P Education Unit 801 Capitol Square - 550 Cedar St. Paul, MN 55101	HOME LANGUAGE QUESTIONNAIRE	ED-01578-02 Hmong

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

NYOB ZOO COV NIAM TXIUV LOS PUAS TUS TSWJ XYUAS: Yog yuav kom kev kawm ntawv no muaj sib txig pub rau txhua tug me nyuam kawm ntawv, raws li txoj kevcai 120.095 nyob hauv Minnesota tau hais tias txhua lub tsev kawm ntawv yuav tsum tau suav thiab ghia txog nws cov menyuam kawm ntawv thawj yam lus. "Thawj yam lus" muaj xws li no: A. yam lus uas tus me nyuam xub paub hais. B. yam lus uas tus me nyuam nyiam hais nyob tom tsev. C. los yog yam lus uas tus me nyuam yeej nyiam hais. Paub tseeb tias koj yog tug yuav-paub teb tau cov lus tseem ceeb no, uas yog cov lus uas koj tsev neeg nyiam hais yog li thiaj thov kom koj pab nrhiav sij hawm los teb cov lus nug ntawm no, txawm jog hais tias nej hais lus as kiv xwb los yuav ceev cia rau chaw nraim tsis pub luag lwm tus paub.

TAW KEV: Txhua nge lus nug nram no yog nge twg raug tshaj plaws, kom sau too li no [X]. thiaj li paub tias nge twg yog nge raug too tsaj. Yog tias yam lus uas koj tus me nguam hais ntwd tsis muaj nyob hauv no kom koj sau [X] rau ghov tias "lwm yam" piv xam tias koj tus me nyuam ua muaj npe nyob suam no nws nyiam hais lus zij pee nyob tom tsev, koj yuav tau sau rau lub ceeb lus nug ntawd es sau tias "zij pee" rau kab ntawd.

1. Yam lus dab tsi koj tus me nyuam xub paub hais?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm Yam lus: _____

2. Yam lus dab tsi koj tus me nyuam nyiam hais tshaj nyob tom tsev?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm Yam lus: _____

3. Yam lus dab tsi koj tus me nyuav siv nrog nws cov phooj ywg tham ntau tshaj?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm yam lus: _____

4. Yam lus dab tsi koj siv nrog koj tus me nyuam tham ntau tshaj?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm Yam lus: _____

5. Yam lus dab tsi koj siv rog koj cov phooj ywg tham ntau tshaj?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm yam lus: _____

6. Yam lus dab tsi koj tsev neeg nyiam siv sib tham?
   - [20] Hmoob
   - [11] Lus Askiv
   - [ ] Lwm yam lus: _____

SAU NPE: Sau koj lub npe rau daim ntawv uas tau teb tag los ntawm no es muab rau koj tus me nyuam xa rov gab mus rau nws tus xib hwb tom tsev kawm ntawv.

_____ sau npe

_____ hnub

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Minnesota Department of Education

L E P Education Unit
801 Capitol Square - 550 Cedar
St. Paul, MN 55101

HOME LANGUAGE QUESTIONNAIRE

ED-01579-02
Korean

STUDENT'S NAME AND IDENTIFICATION NUMBER

SCHOOL IDENTIFICATION

DISTRICT TYPE AND NUMBER	SCHOOL NAME AND NUMBER	PRIMARY LANGUAGE CODE

친애하는 학부형께 모든 학생들의 의미있는 교육을 위하여 동등한 기회를 제공하려는 학교당국을 보조하는 미네소타 주법 120.095의 요구로, 학교에서는 학생들의 기본언어와 그 가지 두를 보고하게 되었읍니다. "기본언어"란 a. 학생이 처음으로 말하기 시작한 언어; b. 학생 집에서 주로 사용하는 언어. c. 학생이 주로 사용하는 언어를 의미 합니다. 부형께서는 누구보다도 자녀에 기본언어 사용에 대하여 잘 아시라 믿읍니다. 부형의 자녀들이 주로 사용하는 언어 이더라도, 맵분의 시간을 내셔서 아래에 기입된 질문에 답을 해 주시기 바랍니다. 답이 비밀로 보장됩니다.

응답하는 방법: 아래에 있는 여섯개의 질문에 꼭 적당하다고 생각하는 하나만을 골라 A 상자에 표시를 해 주십시오. 집에서 주로 사용하는 언어가 답란에 적혀 있지 않으면 "다른언어"라고 쓰여진 상자속에 A 표시를 해 주시고, 주로 사용하는 언어의 이름을 줄친 곳에 써 주십시오. 예를 들어, 부형의 자녀가 집에서 주로 철분어를 사용한 다면 "다른언어"라고 표시된 상자에 메크를 하시고 그 옆 줄친 곳에 철분어 라고 써 주십시오.

1. 부형의 자녀가 제일 처음으로 말한 말은 어느나라 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

2. 부형의 자녀가 집에서 가장자주 사용하는 말은 어느나라 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

3. 부형의 자녀가 친구들과 말 할때 가장 자주 사용하는 말은 어느 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

4. 부형께서 자녀들과 이야기 말씀 하실 때 가장 자주 사용 하는 말은 어느 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

5. 부형께서 댁의 친구들과 말씀 하실 때 가장 자주 사용 하는 말은 어느 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

6. 부형이외에 딴 가족들끼리 주로 사용 하는 말은 어느 언어 입니까?
   - [26] 한국어
   - [11] 영어
   - [ ] 다른언어 _____

사인 꼭 하시고 완성된 질문용지를 아이들을 통해서 학교교실 담당선생님께 꼭 전달해 주십시오.

사인 _____ 111 _____ 날짜

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APPENDIX H

Parent Notification Forms

ENGLISH AS A SECOND LANGUAGE PROGRAM

Notice to Parents and Guardians

The _____ school district will offer an English as a Second Language
name of school district
program during the _____ school year. Your child, _____, has
year name of child
been enrolled in this program at _____ School.
name of school

An English as a Second Language program is an education program for part of the school day for the instruction of students of limited English proficiency in the English skills of speaking, understanding, reading, and writing. The goal of the program is to teach your child English in order to be able to fully participate with the other students in the school in all of the classes and academic subjects that are taught.

It is important for you to know that:

- You have the right to visit the English as a Second Language classes in which your child is enrolled;

- You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child;

- You have the right to withdraw your child from the English as a Second Language program. If you do <u>not</u> want your child to participate in this program, please fill out the form below and have your child return it to school. If you do not return the form, your child will continue in the English as a Second Language program until he/she is proficient in English.

ENGLISH AS A SECOND LANGUAGE: REQUEST FOR WITHDRAWAL

I would like to withdraw my child, _____ from the English as a
name of child
Second Language program in which he/she is currently enrolled.

_____ _____
Date Signature

BILINGUAL EDUCATION PROGRAM

Notice to Parents and Guardians

The _____ school district will offer a Bilingual/Bicultural program
name of school district
during the _____ school year. Your child, _____, has been
year name of child
been enrolled in this program at _____ School.
name of school

A Bilingual Education program is an education program for part of the school day in which your child will be taught both English and his/her primary language. This will help him or her attain the basic skills of reading, writing, listening and speaking in English as well as to progress in academic subjects of the educational system. This instruction is given with sensitivity and appreciation for the cultural heritage of your child. There is instruction given in the history and culture of your country and the United States.

The goals of the program as to give your child the opportunity to learn English, to achieve academic success, to feel comfortable and successful at school, and to become part of the school community.

It is important for you to know that:

- You have the right to visit the Bilingual Education classes in which your child is enrolled;
- You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child;
- You have the right to withdraw your child from the Bilingual Education program. If you do not want your child to participate in this program, please fill out the form below and have your child return it to school. If you do not return the form, your child will continue in the Bilingual Education program until he/she is proficient in English.

BILINGUAL EDUCATION: REQUEST FOR WITHDRAWAL

I would like to withdraw my child, _____ from the Bilingual
name of child
Education program in which he/she is currently enrolled.

_____ _____
Date Signature

APPENDIX I

Some Publishers Specializing in English as a Second Language (ESL) and Bilingual Education Materials

Some Publishers Specializing in English as a Second Language (ESL) and Bilingual Education Materials

Publishers of ESL and Bilingual Education Materials

Addison-Wesley
2725 Sand Hill Road
Menlo Park, CA 94025
415/854-0300
800/447-2226

Alemany Press
2501 Industrial Pkwy. W.
Dept. RDER
Hayward, CA 94545
800/227-2375

Ballard and Tighe
480 Atlas Street
Brea, CA 92621
714/990-4332
800/321-4332

Cambridge University Press
32 East 57th Street
New York, NY 10022
800/872-7423

Dormac, Inc.
P.O. Box 270459
San Diego, CA 92128-0983
800/547-8032

Easy Aids, Inc.
9402 1/2 Compton Boulevard
Bellflower, CA 90706-3009
213/925-8865

Harcourt, Brace and Jovanovich
ESL Dept.
757 Third Avenue
New York, NY 10017

Harper and Row
P.O. Box 1630
Hagerstown, MD 21741
800/638-3030

Heinemann Books
ELT Marketing
Heinemann International
Halley Court, Jordan Hill
Oxford OX2 8EJ UK

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, IL 60134
800/323-5663

Linmore Publishing
P.O. Box 1545
Palatine, IL 60078
815/223-7499

Longman
95 Church Street
White Plains, NY 10601-1505
914/993-5000
800/447-2226

Macmillan Publishing Co.
Att'n: Customer Service
100 Front Street, Box 500
Riverside, NJ 08075
800/257-5755

National Textbook Co.
4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975
800/323-4900

New Reader's Press
Dept. 5
1320 Jamesville Ave., Box 131
Syracuse, NY 13210
800/448-8878

Orbis Publications
1105 Lantana Drive
Los Angeles, CA 90042

Oxford University Press
ESL Dept.
200 Madison Ave.
New York, NY 10016
800/451-7566

Prentice Hall Regents
Order Dept.
4700 South 5400 West
Salt Lake City, UT 84118
800/225-7162

Pro-Lingua Associates
15 Elm Street
Brattleboro, VT 05301
802/257-7779

Santillana
257 Union Street
Northvale, NJ 07647
800/526-0107

Scott-Foresman
ESL/Adult Ed./Int'l. Sales
1900 East Lake Ave.
Glenview, IL 60025
800/628-4480

Silver Burdett and Ginn
P.O. Box 2649
4350 Equity Drive
Columbus, OH 43216
800/848-9500

Steck-Vaughn
P.O. Box 26015
Austin, TX 78755
800/531-5015

TOEFL
P.O. Box 6151
Princeton, NJ 08541-6151
609/921-9000

Distributor of ESL Materials From Many Publishers

Delta
570 Rock Road Dr., Unit H
Dundee, IL 60118
800/323-8270

Publishers of Materials Helpful With LEP Students

DLM
P.O. Box 4000
One DLM Park
Allen, TX 75002
800/527-4747

Magnetic Way
2495 North Forest Road
Amherst, NY 14068
716/689-1655
800/626-5052

Quercus
Globe Book Co./Quercus
Simon and Schuster
4343 Equity Drive, P.O. Box 2649
Columbus, OH 43216
800/848-9500

Raintree
310 W. Wisconsin Ave.
Milwaukee, WI 53203
414/273-0873
800/558-7264

Random House
Dept. 9282
400 Hahn Road
Westminster, MD 21157
800/638-6460 ext. 5000

Rigby
P.O. Box 797
Crystal Lake, IL 60014
800/822-8661

Scholastic Inc.
P.O. Box 7502
Jefferson City, MO 65102
800/325-6149

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